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OWNERSHIP STRUCTURE AND FIRM VALUES: EMPIRICAL STUDY ON INDONESIA MANUFACTURING LISTED COMPANIES

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ABSTRACT

The companies listed in Indonesia Stock Exchange generally have an organizational structure that separates owners and management. This situation may create a confalict between the owners and the management. However if they share a common goal, it can increase the companies' values. This research is aimed at identifying the influence of ownership structure (managerial, institutional, foreign, and central) on the prices to book values (PBV). Understanding of the ownership structure is important for the control of a company operation.

This research uses secondary data; it is based on the annual financial reports of Indonesia Stock Exchange in 2009 – 2011. A purposive sampling technique is applied, and 32 companies are selected as the sample. The data are analyzed using multiple linear regression and descriptive statistics.

The research results show that the ownership structure significantly influences the firms values: (1) the managerial ownership does not have a positive influence on firm value, (2) the institutional ownership has a positive and significant influence on firm vlue, (3) the foreign ownership has a positive and significant influence on firm value, (4) the concentrated ownership does not have a positive influence on firm value. This research is limited to only the ownership structure as the factors influence of firm value.

Keywords: Agency Theory, Ownership Structure, Firm Values.

INTRODUCTION:

The main purpose of a company is to increase the value of the company or its shareholders. To realize this purpose the shareholders or owners of its management handed over to agents. High value of the company can also increase prosperity for our shareholders. Maximize its value significantly wider than maximizing profits, based on several reasons, namely maximizing value means considering the effect of the time value of money, it also means maximizing the value of considering the various risks to the company's revenue stream and quality of the expected flow of funds received in the future (Haruman, 2008). The increased value of the company can attract investors to invest their capital. For investors who are interested to invest certainly return rate or benefits to be derived from the investment in the form of embedded capital gains and dividends, being a part of the profit is given to the shareholders. In this case the manager must decide whether the profits from the company during the period will be distributed fully or partly distributed as dividends and the remainder being held companies or so-called retained earnings. Increase in the value of the company can be reached if there is cooperation between the management company and other parties that include shareholder and stakeholders in making financial decisions with the goal of maximizing working capital owned. Indonesia experienced a prolonged crisis since 1998, many people said that the length of the repair process after the crisis caused by the weak application of corporate governance in companies in Indonesia. The emergence of the issue of corporate governance is also caused by the separation between the ownership controls of the company. It is also an important and controversial issues regarding corporate governance is the shareholding structure associated with an increase in the value of the company. Likelihood of a company is in a position of financial stress is also heavily influenced by the ownership structure of the company. The ownership structure explains the commitment of the owner to save the company (Ward, 2006).

Ownership structure according to some researchers believed to affect the running of the company, which in turn affect the company's performance in achieving corporate objectives, namely maximizing firm value. This is caused by the presence of the control they have (Wahyudi and Pawestri, 2005). Rise and fall of the value of the company is influenced by the ownership structure. Ownership structure is very important in determining the value of the company. Two aspects need to be considered are (1) the concentration of corporate ownership by outsiders (outsider ownership concentration) and (2) ownership by the management company (management ownership concentration). Owners of different companies from outside parties with the manager because the owners are less likely than outsiders involved in the affairs of the company day-to-day operating (Abdullah, 2001). Shareholding structure is considered important to a company and is believed to affect the company's performance in achieving the maximization of corporate value because it deals with the control they have and also it is able to explain the commitment of the owner to save the company. Therefore, ownership structure has an important role in determining the value of the company.

Managers as corporate managers have different objectives, especially in terms of improving individual performance and compensation that will be received. If the manager of the company committed acts of selfishness by ignoring the interests of investors, it would cause the collapse of investors' expectations about returns on investment that they have invested (Faizal, 2004). This may occur due to the existence of information asymmetry, where managers are more aware of the internal information and the company's prospects in the future compared with shareholders and stakeholders. Causes of conflict between managers and shareholders among which the decision-making associated with fundraising activities (financing decision) and making decisions about how the funds raised are invested. To avoid the opportunity for management actions that are detrimental to shareholders can be done in two ways, namely monitoring and bonding. Monitoring is done by monitoring the outside investors, while the bonding is the restrictions made by the manager alone in taking action. And this mechanism will bring costs called agency cost. If the action between the managers of the other party goes accordingly, then the problem between the two parties is not going to happen. In fact, the unification of the interests of both parties often causes problems. Problems between managers and shareholders called agency problem. In theory the concept of the firm (Jensen and Meckling, 1976) the existence of agency problems will lead to failure to achieve corporate financial goals, which is to increase the value of the

company by way of maximizing shareholder wealth. It required an external control of where the role of a good monitoring and supervision will direct as it should. There are several alternatives to reduce agency cost, including the presence of share ownership by management and ownership of shares by institutional (Haruman, 2008)

By managerial share ownership, managers are expected to act in accordance with the wishes of the principals as managers will be motivated to improve the performance and will be able to increase the value of the company (Siallagan and Machfoedz, 2006). According to Ross et al (quoted from Siallagan and Machfoedz, 2006) states that the greater the Management ownership in the management company will tend to try to improve its performance for the benefit of shareholders and for their own interests. Management stock ownership is the proportion of ordinary shares held by the management. There are studies that found that managerial ownership has no effect on firm value. Relationship between managerial ownership with firm value is no monotonic relationships that arise because of the incentives that are owned by the manager, and they trying to do an alignment of interests with outsider ownership by increasing their shareholding if the value of the company increases (Wahyudi and Pawestri, 2005).

Other ownership structures i.e. institutional ownership, which generally can act as parties to monitor company. Large institutional ownership indicates its ability to monitor management. The greater institutional ownership, the more efficient utilization of assets and the company is also expected to act as a deterrent against waste made by management. Institutional ownership is the proportion of shares owned at the end of the year by institutions, such as insurance, bank or other institution (Tarjo, 2008). Research conducted Sudarma (2004) concluded that the ownership structure (managerial ownership and institutional ownership) shares a significant negative effect on firm value. This means that measurements of the composition of managerial ownership and institutional ownership determined the value of the company. The decreasing amount of the composition of managerial ownership and institutional ownership and increased public ownership will affect the rising value of the company. Partially, this study concluded that managerial ownership is not a significant positive effect on firm value and institutional ownership a significant negative effect on firm value. This result means that the increase in the value of institutional ownership will affect the company's decline in value.

Foreign ownership is part of the ownership structure will affect the value of the company. Research conducted by Douma et al (2003), which explains how the ownership structure, the different roles played by foreign individual investors and shareholders of foreign firms affects firm performance, using firm-level data for India in 2002. They find foreign firms have a positive effect on firm performance, which would certainly affect the value of the company.

Another ownership structure which can reduce the conflict between management and shareholders may be reduced so that the agency cost of ownership is concentrated. Concentration of ownership describes how and who is in control of the whole or most of the above as well as overall corporate ownership or majority shareholders control over the company's business activities.

Ownership is said to be concentrated if to achieve majority control of dominance or merger takes fewer investors. The absence of control in a company that can be held by the less investor will be easier to control the run. Compared with the mechanism of large shareholders, concentrated ownership has a lower power control because they still have to coordinate to run the control right. But on the other hand concentrated ownership mechanism also has a smaller possibility for the emergence of opportunities for a concentrated group of investors to take actions that harm other investors. Concentration of ownership (shareholder control) in a company can influence the implementation of organizational strategy if the company majority of its capital coming from stock or other securities, so the company's controlling shareholders can affect the quality of the implementation of corporate governance at the company through the design and implementation of their policies.

This research refers to research conducted by Machmud and Chaerul (2008) who examine the effect of ownership structure on broad social responsibility disclosure in corporate annual reports. Results of research conducted by Machmud and Chaerul (2008) are that foreign ownership and institutional structure does not affect the wider social responsibility disclosure. Differences in this study lies in the dependent variable used is the value of the company. Results of previous studies on the effect of

ownership structure commonly used managerial ownership and institutional ownership on firm value are inconsistent or have a different outcome.

Dependent variable is firm value because the firm value is investor perception of the company, which is often associated with the stock price. High stock price made a higher value of the company as well. Maximize the value of the company is very important for a company, because by maximizing the value of the company means also maximizing shareholder wealth is the main goal of the company. Value of the company can provide maximum shareholder wealth if the stock price increases. The higher the stock price, the higher the wealth distributed to shareholders. To reach the general enterprise value investors handed over its management to the professionals who are positioned as a manager or commissioner. Thus, it can be concluded that the value of the company is an important concept for investors, because it is an indicator for assessing the company's overall market.

In a study conducted by Sudarma (2004) managerial ownership has no significant positive effect on firm value, is in line with the results conducted by Wahyudi and Pawestri (2005) that managerial ownership has no effect on firm value. However, these findings are not consistent with research conducted by Sillagan and Machfoedz (2006) that managerial ownership has a negative influence on the value of the company in accordance with Sujoko and Soebiantoro (2007) managerial ownership also negatively affect the value of the company. Research conducted by Wahyudi and Pawesti (2006) that the negative affect of institutional ownership on firm value. This study is also in line with Haruman (2008) that there is a negative effect of institutional ownership on firm value. These results are not consistent with the study conducted Wening that institutional ownership has a positive effect on firm value is also consistent with studies conducted by Wang and Bjuggren (in Tarjo, 2008) that institutional ownership has a positive effect on firm value. Based on the inconsistency of the results of these studies researchers interested in studying the effect of ownership structure on firm value and also add foreign ownership in this study. Researchers interested in using the population for this study is manufacturing companies listed in Indonesia Stock Exchange 2009-2011. Manufacturing company is a type of company in their actions to try to manage the raw materials into finished goods. Labor-intensive manufacturing firms are relatively more than the type of company services and general trading company. Manufacturing company is the largest number of issuers other than the number of issuers listed on the Indonesia Stock Exchange (IDX). In the manufacturing sector, there are many companies that their work continues to evolve. There was no denying this sector has spawned a flagship company whose products consume some communities in Indonesia. Most investors get involved in the manufacturing company. Therefore, manufacturing companies selected to be studied in this research.

Based on the background of the author intends to conduct a study to analyze the effect of managerial ownership, institutional ownership, foreign ownership and concentrated ownership in a company to the value of the company in Indonesia, in particular sector companies listed on the Indonesia Stock Exchange in the period 2009 to , 2011. Where the value of the company as the dependent variable using assessment measures price to book value, while the indicators used to measure the performance of companies that managerial ownership, institutional ownership, foreign ownership and concentrated ownership as the dependent variable. Issues to be discussed in this article are: 1) Is the managerial ownership effect on firm value, 2) Does institutional ownership affects on firm value, 3) Does foreign ownership affect corporate values and 4) Does concentrated ownership affect firm value.

BASIS THEORY AND HYPOTHESIS DEVELOPMENT:
AGENCY THEORY:

Agency theory reveals the relationship between the principal (the owner of the company or the party that mandates) and agent (manager of the company or the party receiving the mandate) which is based on the separation of ownership and control of the company, the person separation risk, decision-making and control functions -function (Jensen and Meckling, 1976). Agency theory is the relationship between the agent (management) and the principal (owner). In the agency relationship there is a contract in which one or more persons (the principal) ordering others (agents) to perform a service on behalf of the principal and the agent authorized to make decisions or manage the business is best for the principal. Agency theory assumes that all individuals acting on their own interests and not the interests

of the other party. As the principal shareholder or owner of the company assumed just interested to financial results or increase their investment in the company. Because of differences in the interests of each party trying to be maximize profits for themselves. Principal wants maximum return on investment as soon as possible and one of which is reflected by the increase in the dividend portion of each share held. Agent wants its interests to be accommodated with the compensation is adequate and numbers for its performance. Principal Agent assesses performance based on their ability to maximize profits allocated to the distribution of dividends. The higher the income, the greater the share price and the dividend, then the agent is considered successful performers so it deserves a high incentive. Instead Principal Agent also meet the demands of a high order to get compensation, so that if there is no adequate supervision then the agent can play several companies that condition as if the target is reached. The game could be on the initiative of the principal or agent of his own initiative. Doing so may lead to the occurrence of Creative Accounting that violates the rules, for example, the existence of which would be uncollected receivables that are not eliminated, capitalizes undue expense, improper revenue recognition that all affect the value of assets in the balance sheet "beautify" the financial statements, although not actual values. Other measures can also be done by smoothing income (profit split to another period) so that each year seem to benefit the company when in fact losing money or profits down. The agency problems arise because of a conflict or difference of interest between principal and agent. Agency theory attempts to explain the determination of the most efficient contracts that can limit conflict or agency problems (Jensen and Meckling, 1976). Agency theory is also instrumental in providing accounting information so that feedback in addition to predictive value. Agency theory states that the company is facing cost and contract supervision cost are low tend to report lower earnings or in other words, will put out the costs for management purposes. One of the costs that can improve a company's reputation in the eyes of society is the costs associated with corporate social responsibility.

HYPOTHESIS DEVELOPMENT:

One mechanism that can reduce the agency problem is increasing managerial to hold of the share. It is based on the logic that the increase in the proportion of shares owned by managers will reduce the tendency for managers overreacting. With a fairly high proportion of ownership then the manager will feel ownership for the company so that it will make every effort possible to take actions that can maximize their own welfare. Thus it will unite the interests of managers with shareholders; this is a positive impact on company performance and enhances shareholder value. Wahyudi and Pawestri (2005) explains that managerial ownership aligns the interests of management and shareholders will derive a direct benefit from the decision and bear the losses as a consequence of making the wrong decision. The statement states that the greater the proportion of ownership in the management company, the management tends to be more active for the benefit of a particular shareholder is himself. Number of large managerial ownership should have higher performance; due to agency cost is reduced. Increase in the proportion of shares owned by managers and directors will reduce the tendency of excessive manipulation actions, so as to unite the interests between managers and shareholders. According to Faizal (2004), the size of the number of managerial stock ownership in the company may indicate similarity (congruence) between the interests of management with shareholders. The increasing proportion of managerial ownership, the better the performance of the company, would increase the value of the company. Therefore, managers will be motivated to improve their performance which is also the desire of shareholders to continue to enhance shareholder value. Managers as well as shareholders who will increase the value of the company due to the increased value of the company, then the value of the shareholder wealth will increase as well. Research associate with the value of management ownership the company has a lot to do but the results are different too. Soliha research and Taswan (2002) found a significant and positive relationship between management ownership and corporate value. While research conducted Wahyudi and Pawestri (2005) found a weak relationship between management ownership and corporate value. Similarly, according to Siallagan and Machfoedz (2006) concluded that the negative effect of managerial ownership on firm value as measured by Tobin's Q.

Research conducted by Jensen and Meckling (1976) found that the greater the share ownership by management of the reduced tendency of management to optimize the use of resources so that the resulting increase in the value of the company. In contrast to research Siallagan and Machfoedz (2003) states that by using OLS and 2SLS find the relationship between managerial ownership and firm value is negative and linear so it is concluded that the high management ownership will decrease the firm's value and the hypothesis in this study it can be concluded that:

H1: Managerial Ownership has affected on the firm Value

Institutional ownership acts as a monitoring party companies in general and managers so that managers of firms in particular. Institutional investors will be monitoring the progress professionally invested in the company and have a high degree of control of the management action. This minimizes the potential for management to commit fraud, and thus can align the interests of management and the interests of other stakeholders to improve the performance of the company. The greater institutional ownership, the more efficient utilization of assets and the company is also expected to act as a deterrent against waste by management (Faizal, 2004). Similarly, according to Tarjo (2008) found that the greater ownership by financial institutions, the greater the power and the drive to optimize the value of the company. Shleifer and Vishny (in Haruman, 2007) states the large numbers of shareholders have significance in monitoring the behavior of managers within the company. The presence of institutional ownership will be able to effectively monitor the management team and to enhance shareholder value. According to Xu and Wang, et al. and Bjuggren et al., (in Tarjo, 2008) found that the positive effect of institutional ownership on firm value and performance of the company. This means showing that institutional ownership to be a reliable mechanism so as to motivate managers to improve their performance, which in turn can increase the value of the company. However, in contrast to the above, studies Herawaty (2008) shows that institutional ownership is not successful in increasing the value of the company, because institutional ownership reduce corporate value. This is due to the majority of institutional investors are not the owner is unable to properly monitor the performance of managers. The existence of institutional ownership will reduce public confidence in the company. As a result, the stock market reacted negatively in the form of decline in stock trading volume and stock prices, thereby reducing shareholder value. Therefore, the hypothesis in this study is:

H2: Institutional Ownership has affected on the firm value.

Many companies in Indonesia that their shares are owned by foreign investors. This positive outlook assumes that sales will improve performance as well as to create a more healthy competition in Indonesia. Foreign-based companies have sufficient technology, good employee skills, extensive information network, allowing for widespread disclosure. Through these factors, foreign companies will try to increase the value of a company formed by the foreign investor in the operations in which the subsidiary or affiliate established. Many countries that can serve as the operating target foreign companies, such as Indonesia. Salvatore (2005) states that a portfolio containing stocks of domestic and foreign offer lower risk and higher returns for investors than a portfolio containing only domestic stocks. Relating to foreign ownership, in research Setiawan (2006) concluded that foreign ownership in the company has a significant effect on firm value.

H3: Foreign Ownership has affected on Firm Value

Concentrated ownership is a common phenomenon country with a growing economy such as Indonesia and the countries in continental Europe. Concentrated ownership is said that most of these stocks have a number of shares of a relatively dominant compared to other (Nuryaman, 2008). Large shareholding by a particular party in a company will have some impact on the quality of the implementation of the company's corporate governance. Drobetz et, al (In Nuryaman, 2008) states that there are two main effects of the amount of shares held by certain parties. First, by increasing the cash flow rights of the largest shareholders in a company, it will positively impact the quality of the implementation of corporate governance is getting better, and then the market will appreciate, so it will increase the value of the company and subsequently have a positive impact on the value of their shares have (the largest shareholder). Thus, the shareholders will get an incentive to improve the quality of implementation of corporate governance is concerned. The second view, with the concentration of ownership of the

company, the shareholders and the company will increasingly dominate the decision-making influence (negative impact).

H4: Concentrated Ownership has affected on firm Value

THEORITICAL FRAMEWORK:

Based on the literature review, the theoretical basis of the managerial ownership variables, institutional ownership, foreign ownership, concentrated ownership and firm value as mentioned above, it can be made the following framework:

Theoritical Framework
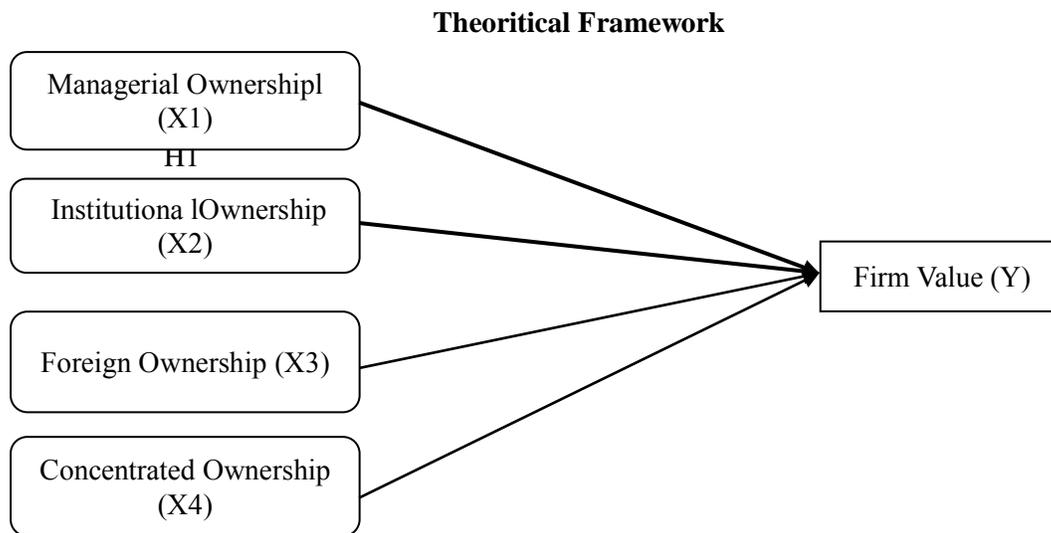
Figure 1: Theritical Framework

RESERCH METHODOLOGY:
TYPES AND SOURCES OF DATA:

Data are used in this study is secondary data is data the annual financial statements of manufacturing companies listed in Indonesia Stock Exchange 2009-2011. Form of data used in this study is the ratio of the data. The data used is the data that can be obtained from the Indonesian Capital Market Directory or www.idx.co.id, journals and other references. Techniques of data collection in the study is the documentation of the method of data collection is done by recording and writing of data to identify issues related to the research obtained from Indonesian Capital Market Directory and www.idx.co.id. In this study the documentation in the form of an annual report 2009-2011.

POPULATION AND SAMPLE:

The population in this study is a manufacturing company whose shares are listed and actively traded on the Indonesia Stock Exchange 2009-2011. Total population is 214 companies. The selection of the sample in this study with purposive sampling method, with the some criterias such as a) Manufacturing companies listed on the Stock Exchange in the period 2009-2011, b) The company does not issue annual financial statements of 3 years, and c) if the companies do not have the managerial ownership, institutional ownership, and foreign ownership and loss companies were delisted as sample. Based on this criterias, the samples to be 32 companies.

OPERATIONAL DEFINITION AND MEASUREMENT OF VARIABLES:

The independent variable is the structure of ownership such asa managerial ownership, institutional ownership, foreign ownership, and ownership is concentrated and the dependent variable is firm value.

1. Managerial ownership was measured by the proportion of shareholders that management is actively involved in the decision making of the company (directors and commissioners) (Diyah and Erman, 2009)
2. Institutional ownership is the proportion of shares held by the holders of institutional owners such as insurance companies, banks, investment companies and other holdings except its subsidiaries and other institutions that have a special relationship. (Indahningrum and Ratih, 2009)
3. Foreign ownership is ownership of company shares by foreign investors who are defined as individuals, legal entities, and governments as well as the status of their parts overseas. Foreign ownership is measured by the percentage of foreign shareholdings are viewed from the annual financial statements of the company. (Machmud and Chaerul, 2008)
3. Concentration of ownership describes how and who is in control of the whole or most of the above as well as overall corporate ownership or majority shareholders control over the company's business activities. Ownership concentration is measured by the level of ownership by a party of more than 51% indicate a right of control by majority shareholders. In this study, concentrated ownership is a dummy variable, 1 = 0 = firm concentrated and unconcentrated firms (Nuryaman, 2009).
4. Firm value is the value of a company's share price is seen from (Hougen in Utomo, 2000). Firm value measured by Price to Book Value (PBV). Price to book value ratio is measured by stock price divided by book value. The book value of the company is produced by market price of the stock.

ANALYSIS THECNIQUE:

Multiple linear regression analysis is the study of the dependence of the dependent variable with more than one independent variable. The goal is to estimate or predict and the population mean or average value of the dependent variable based on the value of the independent variables that are known by the Ghozali (2005). This analysis to examine the influence of the dependent variable (Y) is the firm value on independent variable (X) that managerial ownership, institutional ownership, foreign ownership and concentrated aownership. The formula is:

$$PVB = a + b1MO + b2IO + b3\ FO + b4\ CO + e$$

FINDING AND DISCUSS:
FINDING:

The equation shows that the firm value is influenced by the ownership structure managerial ownership, institutional ownership, foreign ownership, and concentrated ownership. These results can be explained as follows:

$$\textbf{PBV = 0,840 – 0,004MO + 0,015IO – 0,012FO – 0,264CO}$$

a. Value of constant positive value of 0.840 indicates that if the ownership structure consisting of managerial ownership, institutional ownership, foreign ownership, and ownership is concentrated constant, then the enterprise value (PBV) of 0.840 stated.
b. Coefficient of managerial ownership of -0004 indicates that any increase in managerial ownership in the company will be followed by 1% decline in the firm value) of 0.004, assuming other variables remain;
c. Institutional ownership coefficient value of 0.015 indicates that each increase of 1% institutional ownership will be followed by an increase in firm value of 0.015, assuming other variables remain;
d. Foreign ownership coefficient of -0012 indicates that any increase in foreign ownership of 1% will be followed by a decrease firm value of 0.012, assuming other variables remain;
e. Concentrated ownership coefficient of -0264 indicates that any increase in the company's institutional ownership will be followed by 1% decline in the firm value for 0264 assuming other variables remain.

Reslut of f value is 3.360 and probability of 0.013. Because the probability is much smaller than 0.05, it can be concluded that the managerial ownership variables, institutional ownership, foreign ownership, and ownership concentration jointly affect firm value means that simultaneous ownership structure

(managerial ownership, institutional ownership Foreign ownership and concentrated ownership) effect on firm value in companies listed on the Stock Exchange 2009-2011.

THERE IS EFFECTTING OF OWNERSHIP STRUCTURE ON FIRM VALUE (PBV):

Management companies are increasingly separated from the ownership of the company is one of the characteristics of the modern economy, which is in line with agency theory which wants owners of the company (principal) handed over to the company management professionals (agents) that a better understanding of running a business. Separation destination management and corporate ownership is that owners get maximum benefit in a cost efficient. Ownership structure is well reflected through the equity instruments or debt instruments so that the structure can be analyzed through the possible forms of agency problems that will occur. Based on the results of data processing shows that the independent variables of ownership structure (consisting of managerial ownership, institutional ownership, foreign ownership, and ownership is concentrated) has the significance F value of 3.360 with a probability of 0.013. Because the probability is much smaller than 0.05, it can be concluded that the managerial ownership variables, institutional ownership, foreign ownership and ownership concentration jointly affect firm value (PBV). F-table value obtained by test 2.4178 shows that the F-count < F-table (2.4178 < 3.360), it is meaning that simultaneous ownership structure (managerial ownership, institutional ownership, foreign ownership and concentrated ownership) effect on firm value (PBV) in companies listed on the Stock Exchange 2009-2011. This result supports simultaneous testing of theory used is agency theory which states that the ownership structure is able to reduce the agency problem in which the problem will cause a decrease in the value of the company. Managerial ownership affects on the tendency to increase the value of shareholders other than to increase the value of the company alone. Improve managerial ownership can be used as a way to overcome this agency problem according to the research conducted by Christiyanti (2008). Furthermore, the ownership of the institution have an active role in enhancing the value of the company, since the institution is entitled to supervise the performance of the managers, thereby reducing the level of fraud that would lower the value of the company. Ownership of foreign or foreign investors will provide motivation for both management and the institution to improve its performance which will lead to increased value of the company. Concentrated ownership would provide incentives to shareholders to participate actively in the company. Research conducted by Wahyudi & Pawesti (2006) states that the ownership structure is believed to affect the running of the company, which in turn affect the company's performance in achieving corporate objectives, namely maximizing firm value. This is caused by the presence of the control they have. Thus, the ownership structure considered as crucial to overcome the agency problem because the ownership structure of both companies realized a decent performance as a manager as competent authorities in the management of the company has enough authority to carry out their duties.

THERE IS EFFECTTING OF MANAGERIAL OWNERSHIP ON FIRM VALUE (PBV):

Test results between managerial ownership variables on firm value showed no significant influence of managerial ownership on firm value. Managerial ownership and significant negative effect on firm value (PBV), which can be seen from the significant value well above 0:05 is equal to 0,709, and the value of t which is negative, so the hypothesis (H1 rejected). It means that the size of managerial ownership was not able to affect firm value. The result is in contrast to the theory that basically says that the agency theory of managerial ownership can reduce the tendency of excessive manipulation. It can unite the interests between managers and shareholders and increase the proportion of managerial ownership can be used as a way to solve the agency problem. The results support the study by Jensen and Meckling (1976) found that the greater the share ownership by management then reduced the tendency of management to optimize the use of resources so that the resulting increase in the value of the company. This result is also in accordance with or research conducted by Sudarma (2003) which says that managerial ownership has a significant negative effect on firm value. In contrast to research Siallagan and Machfoedz (2003) states that by using OLS and 2SLS find the relationship between managerial ownership and firm value is negative and linear so it is concluded that the high management

ownership will decrease the value of the company. Research conducted by Sujoko and Soebiantoro (2003) also has the same result as negative effect of managerial ownership on firm value. Based on these results can be explained that things may have happened is because the management company does not have control of the company. The management has been mostly controlled by its majority owner so that management simply run its own interests and not trying to maximize the value of the company. Results of this study reject the hypothesis that managerial ownership significant positive effect on firm value.

THERE IS EFFECTING OF INSTITUTIONAL OWNERSHIP ON FIRM VALUE:

The test results among variables of institutional ownership on firm value showed a significant influence of institutional ownership on firm value. Institutional ownership and a significant positive effect on firm value, which can be seen from the significant value well below 0:05 in the amount of 0,041, and the value of t which is positive, so the hypothesis (H2 acceptable). It means that the size of the institutional ownership was able to affect firm value. Results make it clear that the increase in institutional ownership in the firm, the greater the power of sound and boost the institution to oversee the management and would consequently give greater impetus to optimize the performance of the company so that the company's value will also increase. Institutional ownership represents a source of power that can be used to promote a more optimal control on the performance of management in order to anticipate the actions of managers that are not in accordance with the wishes of the owner. The results are consistent with the underlying theory that ownership by institutional investors such as securities firms, banks, insurance companies, pension funds and other institutional ownership will encourage a more optimal control on the performance of management so that the performance of the company will also increase. Level of institutional ownership also serves as a monitor agent to solve the agency problem. Corporate ownership by institutions will encourage more effective oversight, because the institution is a professional who has the ability to evaluate the performance of the company which will ultimately increase the value of the company. This result is consistent with research conducted by Xu and Wang, et al. and Bjuggren et al. (in Tarjo, 2008), that the positive effect of institutional ownership on firm value and performance of the company. This means showing that institutional ownership to be a reliable mechanism so as to motivate managers to improve their performance, which in turn can increase the value of the company. Shleifer and Vishny (cited by Haruman, 2007) states the large number of shareholders have significance in monitoring the actions of managers within the company. The presence of institutional ownership will be able to effectively monitor the management team and to enhance shareholder value. Reasons that could explain the results of these studies because of institutional ownership is one of the factors that may affect the company's performance. With the ownership by institutional investors may encourage optimal control over the performance of management, because the shares represent a source of power that can be used to support or even worsen performance? The greater ownership by financial institutions, the greater the power of the voice and urge financial institutions to oversee the management and would consequently give greater impetus to optimize the value of the company. Accept the results of this study the hypothesis that significant institutional ownership has a positive effect on firm value.

THERE IS EFFECTING OF FOREIGN OWNERSHIP ON FIRM VALUE:

Test results between foreign ownership variables on firm value showed a significant influence of foreign ownership on firm value. Foreign ownership is negative and significant effect on firm value, which can be seen from the significant value well below 0.05 and a value of t which is negative, so the hypothesis (Ho is rejected). It means that the size of the foreign ownership was able to affect firm value. This result is consistent with the basic theory used that foreign ownership has a positive effect on firm performance. Holdings of foreign stocks pose a positive effect on firm performance of domestic companies that will enhance shareholder value. The proportion of shares held by foreign investors has a majority percentage above 50 percent. The entry of foreign investors through stock ownership in Indonesia is caused Indonesian companies tend to improve performance. It can be motivating for the

company to enhance shareholder value. In a study conducted by Salvatore (2005) states that a portfolio containing stocks of domestic and foreign offer lower risk and higher returns for investors than a portfolio containing only domestic stocks. Relating to foreign ownership, in research Setiawan (2006), the results support the conclusion that foreign ownership in the company has a significant effect on firm value. Reasons that can be used to explain the results of these studies are likely due to the percentage of foreign ownership in domestic firms large enough. More 50 percent foreign investors invested in Indonesia companies. Therefore, firms with foreign ownership are trying to increase the value of the company because of the motivation provided by foreign parties. Foreign investors also provide oversight of the performance of companies they invest their capital in the company. This suggests that the hypothesis is accepted that the positive effect of foreign ownership on firm value.

THERE IS EFFECTING OF CONCENTRATED OWNERSHIP ON FIRM VALUE:

Test results between concentrated ownership variables on firm value showed no significant influence of concentrated ownership on firm value. Concentrated ownership and no significant negative effect on firm value, which can be seen from the significant value well above 0.05 and the t value is negative, so the hypothesis (Ho is accepted). It means that the size of the concentrated ownership was not able to affect firm value. Concentrated ownership is closely related with the family company or family business (family business) where the majority of the number of shares owned by the company controlled by the family itself. In business terms there are two types of family firms first Family Owned Enterprises (FOE), a company owned by the family but managed by professional executives from outside the family circle. In this case the family role as owner and does not involve itself in the management of operations in the field to run the company in a professional manner. With these roles family members can optimize away the oversight function. Second, FBE is company share owned and managed by the family of its founder. So both the management and the ownership is held by the same person, namely family. This type of company is characterized by the important position held by members of the family firm. Family business has concentrated shareholdings since dominated most of its shares by the family. Based on the theory of concentrated ownership arises essentially in two groups, namely shareholders, controlling and minority shareholders. Controlling shareholders or majority shareholders (controlling shareholders) may act together with shareholder interests or conflict with the interests of shareholders. Besides, it also has more complete information than the minority shareholders, and this will influence the behavior of companies. In connection with the theory is essentially concentrated ownership could not act in accordance with the wishes of shareholders. Shareholders acting not control or supervision of action will lower the value of the company. Research conducted by Drobetz et. al. (In Nuryaman, 2009) stated that there are two main effects of the amount of shares held by certain parties. First, by increasing the cash flow rights of the largest shareholders in a company, it will positively impact the quality of the implementation of corporate governance is getting better, and then the market will appreciate, so it will increase the value of the company and subsequently have a positive impact on the value of their shares have (the largest shareholder). The second view, with the concentration of ownership of the company, the shareholders and the company will increasingly dominate the decision-making influence (negative impact). The results can be explained on the grounds that the concentrated ownership in a company of more than 50 percent majority owned by an individual or individuals who are usually the company is a family company or family business (family business). According Anggraeni et. al (2010) concentrated ownership will encourage the abuse of power by the majority at the expense of the minority. This is why companies that concentrated ownership can reduce the value of the company. Family holdings will lead to higher levels of collectivism in a country too high then the quality is not earnings, it is due to the low quality of earnings caused by the behavior of families who seek privacy benefit through the ability to control higher in the presence of such actions would reduce value of a company. This suggests that the hypothesis is rejected that is the negative influence of concentrated ownership on firm value.

CONCLUSIONS AND RECOMMENDATIONS:
CONCLUSION:

Based on the analysis of the results of research that has been conducted on the effect of ownership structure on firm value, it can be concluded that:

1. The result showed that the managerial stock ownership in the company and no significant negative effect on firm value. The greater the share ownership by management it will lower the value of the company.
2. The result showed that institutional ownership and a significant positive effect on firm value (PBV). Institutional ownership is a reliable mechanism to motivate managers to improve their performance and than it can increase the value of the company.
3. The result showed that foreign ownership significantly and negatively related to firm value (PBV). Foreign ownership has significant effect on firm value.
4. The result showed that the concentrated ownership and no significant negative effect on firm value. Majority shareholder and the company will increasingly dominate the decision-making influence (negative impact).

LIMITATIONS OF RESEARCH:

This research has limitations as follows.
1. This study only observed on one of the indicators of corporate governance mechanisms, resulting in only limited conclusions regarding the effect of ownership structure to firm value.
2. The research was limited to companies listed on the stock exchanges of Indonesia and the observation period for 3 years ie in the year 2009 to 2011.

IMPLICATION:

1. To increase the value of the company can be done with the use of debt adjustment and alignment to corporate goals such as increasing the proportion of managerial ownership so there is no conflict between the insider and the investor.
2. Researchers should further add variables that affect the value of the company other than the ownership structure for example, dividend policy, leverage, firm characteristics, and others.
3. Subsequent researchers should use the observation period of more than three years old and used to expand the sample by adding another industry in Indonesia Stock Exchange.

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DEVELOPMENT OF FRAMEWORK FOR THE IMAGE OF VIETNAM AS A TOURISM DESINATION FOR MALAYSIAN TOURISTS

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ABSTRACT

Consider the importance of the tourism industry, this study investigates the image of Vietnam as a tourism destination for Malaysian tourists by analysing and identifying various Malaysian travel guidebooks and brochures as well as finding an importance of performance analysis based on a set of attributes. Field studies of survey design will be used, hence, the variables under investigation and interview questionnaire design will be observed under natural research setting. The sample of the study consists of all the present individual Malaysian tourists travel to Vietnam and haven't travel to Vietnam. Both descriptive and inferential statistic will be employed in analysing the data that to be collected by using open-ended questions and multiple choice questionnaires. The study contributes theoretically and practically by examining deeper understanding the Vietnam's image as a destination among Malaysian tourists.

Keywords: Tourism, destination, image, marketing, perception, Vietnam.

INTRODUCTION:

Tourism industry is the great generator of a vast amount of jobs across national and regional economies, approximately contributing 6-7% worldwide employment both direct and indirect jobs (UNWTO 2011).Tourism contributes enormous benefits to a country, therefore, many countries recently have place much more efforts to presenting and attractive, especially on tourism's image.

Tourism destination image is a very effective method to assert the country's reputation in the world and destination image is one of an important influence on tourists choose a destination (Gabriel and Venilton 2011). It has attracted and encouraged in a number of studies more than thirty years (Danijela and Alen 2012; Ana and Roxana 2011; Pike 2010; McCartney, Butler and Bennett 2008; Ortega and Gonsalez 2007), especially for tourism which is important to investigate in a country (Pike 2011; Saura and Garcia 2002). "Hunt (1975) was the first to demonstrate the importance of the destination image in tourism industry, in increasing the number of tourists visiting destinations" (Ana and Roxana 2011, p.5) and Papadopoulos (1993) also was the first noted the country images are relevant for any kind of development factor which including tourism industry, investment attraction as well as product exports.

According to, Statia and Nicolas (2012) that destination image "in parallel with tourism marketing" and its strategies used by the destination marketing country or organizations in an attempt to differentiate and position themselves in an increasingly competitive environment (Pike et al 2004; Echtner and Ritchie 1991). Many researcher stated that positive images or positive perceptions could help by the tourist will attract more travellers, it is because the common sense that positive images will have more power to convince consumption behaviour (McCartner, Butler and Bennett 2009). There are many factors which is influences in images of destination, a major objective of any destination positioning strategy should be to reinforce positive images already held by the target audience, correct negative images, or create a new image (Pike and Ryan 2004), therefore, "to understand why tourists select certain destinations, it is necessary to identify the influencing factors and examine how people perceive and create mental images" (Nevenka and Aneta 2006, p.57) in order to provides more effective and efficient future marketing planning of the destination (Ana and Roxana 2011).

Since Vietnam realizes the important role of this industry, the government has been concentrating in marketing tourism by funding various promotion campaigns to the world. On the other hand, Vietnam currently has some places have been listed in UNESCO World Heritage Sites as evidences of effort to boost the national tourism industry. During the last of 15 years, the number of tourists has increased rapidly and the forecast of Vietnam destination market will be triple size by the year 2030 (VNAT 2012).

According to the World Travel and Tourism Council and Oxford Economic Forecasting that Vietnam's tourism industry is expected to experience the sixth-highest growth rate of countries in the world during 2007 and 2016 (Vietnam's Tourism Grows 2006). However, although always in an increasing trend, Vietnam is still far compared to Malaysia, Thailand and Singapore in attracting foreign tourists (Le 2010; ASEAN Secretariat 2008). Due to Vietnam tourism destination marketing is still weak and only base on subjective experiences (Le 2010). According to Le (2010, p.3) that "Vietnam has not been study on any images of Vietnam as a tourism destination in foreigner markets"

As pointed out by Mr. Vu The Binh (2013) chairman of the Vietnam Tourism Association, that building Vietnam as a tourism image or brand was important to the Vietnam tourism industry. Moreover, there are many promotions, marketed destination and site as well as developed infrastructure have been introduce, but had not done yet consistently to present the tourism of Vietnam to international travellers. In the context, the problem seemed to be mostly with image and communication. Therefore, Vietnam needed to better develop its tourism products, especially on images of the tourism (Binh 2013). According to Nguyen Van Tuan head of Vietnam National Administration Tourism (VNAT) (Tuan 2013) said that, the tourism "Strategy on Vietnam's Tourism Development until 2020, vision to 2030" is aimed to strengthening the marketing and promotion campaigns as well as encouraging tourism business work together to promote Vietnam tourism image and concept.

Being one of the members among ASEAN countries, Vietnam is located in South-East Asia and north of Malaysia as well as neighbour. Vietnam occupies a good position from Malaysia to travel, not only geographically and in term of international relation as well, that will help Vietnam integrate rapidly

with Malaysia and the global tourism development movement.

In Vietnam, Malaysian tourists are regarded one of the target markets (Vietnam, 2001) and Vietnam's tourism industry has achieved initial success in attracting Malaysian travellers. According to the Vietnam National Administration of Tourism, the number of Malaysian tourist to Vietnam gradually increasing from year 2000 to year 2013, hitting a peak of nearly 340,000 in year 2013 (VNAT 2014) and around 250,000 for the nine months of year 2014 (VNAT 2014). Therefore, it is crucial to identify the image of Vietnam' tourism according to customer behaviour in order to improve marketing tactics properly. The main objective of this study can be used as a base for establishing a marketing strategy of Vietnam destination for the Malaysia market, it most benefits for Vietnam country, Vietnam tourism and travel organization.

LITERATURE REVIEW AND FRAMEWORK DEVELOPMENT:

There are many and no specific definitions that describes destination image, according to (Swarbrooke et al. 2007, p.164), tourism organizations attempt to identify their branding because a recognized brand adds tangible values to tourism services which are largely intangible. Since then, strong of branding name or image identity allows the organization to give the right type of message and quality implication to their target customers, therefore, the image of concept was found widely in marketing and practice application (Danijela and Alen 2012). Kotler (2002, p.299) have defines a place or destination's image as 'the sum of beliefs, ideas and impressions that people have of that place'. Echtner and Ritchie (2003, p.42) states that 'destination image could be considered in term of both an attributed-based component and a holistic component. In addition, some images of destinations could be based upon directly observable or measurable characteristics (scenery, attractions, accommodation facilities, price levels), while others could be based on more abstract, tangible characteristics (friendliness, safety, atmosphere).

Markin (1974 cited Gallarza et al. 2002, p.60) defined destination image as "our own personalized, internalised and conceptualizing understanding of what we know", however, image is not only what we already know but also it is a picture drawing in our mental of what we do not know. Thus, destination marketer has to identifying, analysing, creating, changing and altering the destination image. However, perceived images are depending on many different factors, which are including mental, experiences and environment in which perception occurs (Nevenka and Aneta 2006). Therefore, understanding the perception of destination image that visitors and non-visitors are holding have invaluable, contributed to the attributes of the naïve image and re-estimate it to be incorporated with tourism marketing strategy (Selby and Morgan, 1996).

DESTINATION IMAGE FORMATION:

Different of people have different unique image of a particular destination, which is comprising their own memories, associations and imaginations of a particular destination (Jenkins 1999; Jenkins and McArthur 1996). Reynolds (1965) has been described the formation of destination image as the development mental construct based on few impressions chosen from variety of information such as promotional literature (travel brochures, posters), the opinion from others (family/friends, travel agents) and general media (newspapers, magazines, television, books and movies). Destination marketers are constantly engaged in developing a positive image of destination through means of advertising and promotion (Iwasshita 2003; Day, Skidmore and Koller 2002; Mackay and Fesenmaier 2000; Young 1999; Court and Lupton 1997; Mackay and Fesenmaier 1997; Bramwell and Rawding 1996). Moreover, by experiences destination, its image will be affected and modified based upon first-hand information and actually visiting.

Similarly (Young 1999; Court and Lupton 1997; Alhemoud and Armstrong 1996; Bramwell and Rawding 1996; Gartner 1993; Gunn 1972) stated it as a construction of a mental illustration on the basis of information delivered by the information agents and selected by a person. According to Mackay and Fesenmaier (1997, p.559), there are "composite of individual inputs and marketer inputs". Few research previous studies have explored the verbal and pictorial contents of promotional material

from the perspectives of the research subjects after exposure to the messages (Danijela, Alen 2012; Day, Skidmore, Koller 2002; MacKay, Fesenmaier 2000). Moreover, there an argument from O'Leary and Deegan (2005) that, the content analysis of information such as travel brochures or guidebooks had given great number of information about the images of destination. Gun (1972), proposed the influences of these various sources of information and their role in destination image formation divided into 7 phases of the travel experience as explained in Figure 1 below;
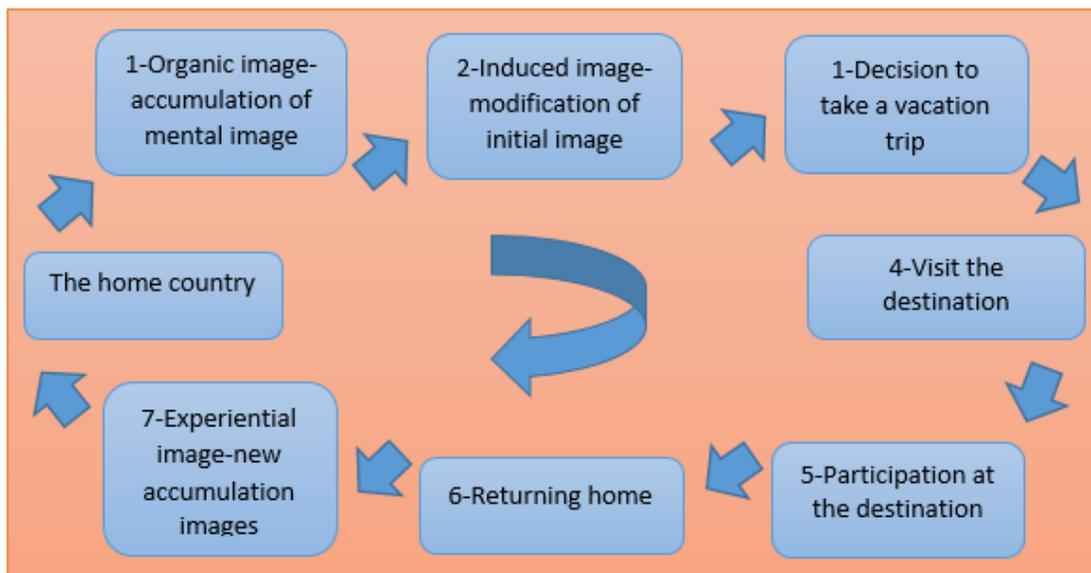
Figure 1. The Destination Image Formation Process
Source: Gunn (1972 p.120)

From this model, three stage of destination image formation was identified such as phases 1, 2 and 7. In Phases 1 and 2, that destination images are formed based upon secondary sources of information, whereas, the phases 7 actual experience is used to modified the destination image. Therefore, Gunn's theory gives a conceptual framework on image formation and modification, which is explained in terms of organic, induced and modified-induced.

It is interesting to note that for the majority of tourism products information sources is the most commercial part taken (Echtner and Ritchie 2003). On the other hand, that non-commercial like general media or school courses in formulating of destination images are very limited (Echtner and Ritchie 2003). However, most of formulating of destination images seems to be derived from widely information sources, due to a link between destination's tourist image and national image (WTO 1980; Kotler 1987; Echtner and Ritchie 2003). Non-commercial sources come from various such as historical, economic, political, education, stories and so on. Regarding about commercial sources concerning various tourist brochure, booklets, poster and more commercial sources of information. Therefore, the different between organic image and induce image as guide by Gunn is quite unique to applied for destination images (Echtner and Ritchie 2003)

In the final phase of destination image formation Phase 3, modified-induced image as actual experience modified particular destination image formed, and that images tent to be more realistic, complex and differentiated (Pearce 1982; Murphy and Hodel 1980; Phelps 1986; Chon 1987). However, there are have two main thing as identified by Echtner and Ritchie (2003) that, firstly, an individuals can have their own image of a destination even they have never visited that destination before or they're only exposed from commercial sources information. In this case, the designing of marketing strategies would be useful in term of measure these base images in order to addressed the accuracies of destination images in designing the promotional and marketing strategies. Secondly, the possibility of changes in destination image before and after visitation, therefore, the desirable to separate the images for those who had been or have not had been to that particular destination.

THE COMPONENTS OF DESTINATION IMAGE:

Imagery not only described as a mental picturing, but also can include any or all of the senses like smell, taste, sight, sound and touch. According to MacKay and Fesenmaier (1997, p.538) said that "a destination image is a composite of various products (attractions) and attributes woven into a total impression". Other general agreement that it has three main components such as affective, cognitive and conative. Affective is feeling and emotional toward the destination, cognitive is an evaluation of the attributes of the destination and conative is the purposed to visit the destination (Shani et al. 2009; Myers 1992 cited Pike and Ryan 2004; Dann 1996; Gartner 1993, 1996).

Despite of the affective and cognitive images are different, however, they are interrelated due to the formation of the affective depends on the cognitive (Baloglu and McCleary 1999; Gartner 1993; Stern and Krakover 1993; Anand, Holbrook and Stephens 1988). On the other hand, most of destination image studies investigated both cognitive and affective (Yilmaz et al 2009) and some studies only using the cognitive image or affective image (Alcaniz et al 2009; Um and Crompton 1990). Moreover, there are not many of researchers examined the cognative components of image destination or these three components together (Pike and Ryan 2004; Dann 1996; Gartner 1993, 1996)

In presenting, Echtner and Ritchie (2003) identified the components of destination image could be considered in terms of attribute-holistic, functional-psychological and comment-unique components as mentioned in the above concept can be illustrated in Figure 2 below. These component were adopted by many researchers in tourism research so far (such as Le and Cooper 2010; Salem 2009; Mao 2008; Stepchenkova and Morrison 2006, 2008; Govers et al. 2007; Tacsi and Gartner 2007; Prebensen 2007; Vaughan 2007; Baloglu and Mangaloglu 1999; Vaughan and Edwards 1999; Milman and Pizam 1995). There are a rising number of marketing challenges and one of the most significant is the need for an effective destination positioning in the strategy.

The central concept of tourism destination image in this research is consisting of not only the perceptions of individual destinations attributes but also the holistic impression made by the destination. It comprises functional characteristics, concerning the more intangible aspects of the destination and psychological characteristics, concerning the more intangible aspects. As suggested by (Martineau 1958), the concept of functional and psychological characteristics could also be applied to image. And the unique attributes can add to the competitive advantage of the destination in order to differentiated for products (Harahsheh 2002)

Moreover, the components of destination image can be arranged on a continuum ranging from traits which can be common to compare all destinations to those which are unique to every destination (Echtner and Ritchie 2003).
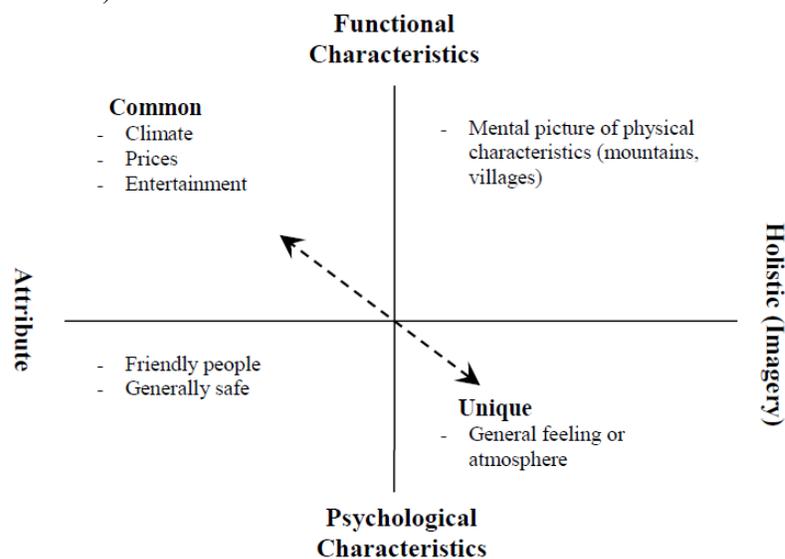
Figure 2. The Components of Destination Image
Source: Echtner and Ritchie (2003 p.43)

The Figure 2 depicts the perception given by Echtner and Ritchie (2003) starting that destination image consists of attribute, holistic, functional, psychological, common, and unique components. It captures separate attributes like climates, hotels and service also encompassing functional characteristics concerning price levels, transportation, infrastructure, accommodation and so on. The destination can also be rated on very commonly considered on psychological characteristics such as level of friendliness, safety, and quality of services. On the basis of the above, it can be concluded the uniqueness of that destination.

Once this task has been completed, destination marketers need to measure destination awareness and image. The measured images are used as a base for developing a destination brand, and then establishing destination positioning in key markets. In building a strong destination brand, importance is likely to be attached to image creation and destination differentiation. Therefore, image building image is a continuous market to the service and experience delivery at the destination. The conceptual framework of a Vietnam destination image building system is illustrated in Figure 3, shows the interactive relation between the image destination and the perception of Malaysian travellers.
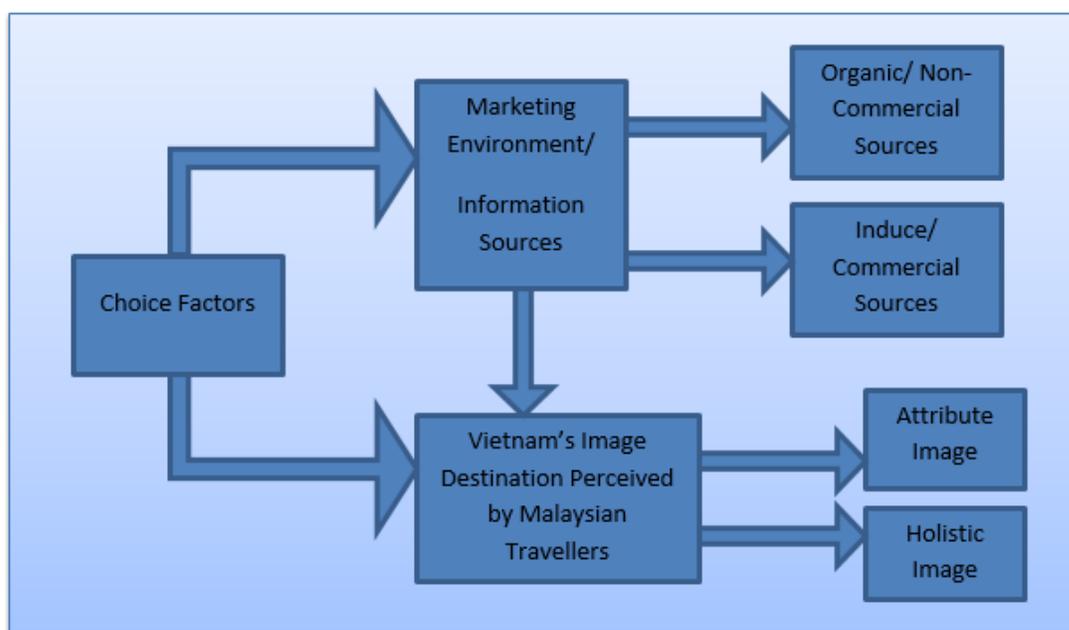
Figure 3 Research Framework of this Research
Source: Developed for this Research

METHODOLOGY:

In order to collect the data, the best fit methodological procedure must be selected. There are three types of tourism research approaches can be used to realise the research aim and objectives such as qualitative, quantitative and multi-method or mix method (Creswell 2009; Jennings 2001). In this case, the process of selecting the method and the type of research must be carefully thought out due to guarantee the consideration validity and reliability of the study.

The majority of this research is adopted quantitative methodology and just a few used of qualitative such as Reilly (1990); Dann (1996); Balogu and McCleary (1999); Salem (2011).Based on literature review that the research design for this thesis adopted to the system of measurement developed by Echtner and Ritchie (2003), that is a method of scale to measure the attribute-based components of that particular image (quantitative). Furthermore, used a number of open-ended questions to measure the holistic components of Vietnam's as a tourism destination for Malaysian travellers (qualitative). Ritchie and Crouch (2005, p.193) postulate that "although attribute measures and holistic measures frequently used by themselves, it is recommended that they be used in combination in order to gain the richness of understanding of a destination's image that is necessary for reliable planning and decision-making".

In consideration of the above, this study adopts the attributes based on the review of Echtner and Ritchie's model (1993) and Jenkins (1999) as well as Salem (2009), the pilot tested for the preliminary questionnaire and content analysis of some Malaysian tour operator's brochure images. There are two reasons behind for choosing questionnaire; firstly, using a questionnaire as a data collection method is a purposed to achieve a large of respondents and more representative sample than other methods were used like personal interviews or focus groups. Second reasons is the respondent for this research were choose to be potential and actual tourist to Vietnam, that why, a large sample was targeted (Salem 2009).

However, to make sure the result accurate the design incorporated open-end questions to capture the holistic images were employed, which would avoided some of the drawbacks inherent in the largely positivist approach (Salem 2009, p. 114). Therefore, incorporated this approach as a feature image destination study because its consider very helpful to identified the true image of destination.

POPULATION AND SAMPLE:

The total number of international tourists to Vietnam was 6,847,678 in 2012 (VNAT 2012), of which 299,041 were Malaysian tourists. The population of Malaysian was 27.5 billion in 2010 inhabitant, therefore, it was impractical to interview the whole population for the research. According to Gray (2004); Salem (2009) said that, it is impossible to interview the whole population of the study, it's simply because of the large number or due to limited resources of the researcher, and therefore, a sample might be selected from certain of population. Consequently, a sample was drawn to reach both potential and actual experiences Malaysian tourists. Jennings (2001); Bryman (2008), Salem (2009) examine that a simple random sample, if it is possible to be target, it is a best representation of the whole population, due to everyone in that population has an equal chance to be selected.

DATA ANALYSIS:

All the questionnaire were categorized and scaled after collection and entered into Statistic Package for the Social Sciences Software (SPSS) with version 20 in order to processing statistical. Questions were analysed using descriptive statistics (e.g. frequency and means), these descriptive were used to profile the characteristics of the respondents and compile the descriptive information of Malaysian tourists. According to Mao (2008, p.133) that "the measurement models of the major concepts in hypothesized model were validated by using exploratory factor analysis and confirmatory factor analysis on spite sample". Followed by identified the latent variables in the major concepts. And the application of the structural equation modelling for assessment of hypothesized structural model were applied.

CONCLUSION:

The main purpose of this research is to explored destination image, therefore, it made based on the current finding on literature review so far. In long run, tourism image is one of the marketing performances in order to increasing number of visitors coming to Vietnam.

Destination image is one of the switching on the choices to the foreigner, especially for Malaysia which can be one of the factors for capturing the large market. Furthermore, the findings from this study will also be able to assist marketing implementation and marketing management to develop successful to build the Vietnam's image as destination competitive strategies in the tourism industry.

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PROBLEMS AND DIFFICULTIES ENCOUNTERED BY STUDENTS TOWARDS MASTERING LEARNING COMPETENCIES IN MATHEMATICS

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ABSTRACT

This study determined and analysed the problems and difficulties encountered by Bachelor of Elementary Education sophomore students towards mastering learning competencies in mathematics. The problems and difficulties are categorized into personal problems, emotional problems, problems on teacher's instruction, problems with school adjustment, problems in adjusting to classmates and boardmates, and problems arising from over-extended schedule/workloads for practice in different competitions.

Using the descriptive-survey method and frequency count and percentage, findings revealed that, in general, the respondents encountered personal problems relating to school expenses, lack of interest and negative attitude towards the subject. The emotional problems encountered are excessive stress in doing academic tasks and low self-esteem or not believing in one's capabilities. On problems relating to teacher's instruction, these are no effective motivation and introduction, and not creative enough to adapt his/her method to the learner's capability. As to problems with school adjustment, the most frequent are difficulty in adjusting to life/role of a college student, and not doing the tasks well. The problems in adjusting to classmates/boardmates are how to be accepted by classmates and boardmates, and working effectively with different kinds of classmates. With regard to problems arising from over-extended schedule/workloads for practice in different competitions, the most common problems are too many academic tasks and projects assigned, and studying and reviewing too many subjects every day.

Keywords: problems, learning competencies, strategies, motivation, instruction.

INTRODUCTION:

It is commonly accepted that math is difficult, obscure, and of little interest to certain people. The study of math carries with it a stigma and people who are talented in math are often treated as though they are quite normal. Mathematics has importance over and above the application of basic numeracy skills. It is also the prime vehicle for developing student's logical thinking and higher-order cognitive skills. Mathematics also plays a major role in a number of other scientific fields, such as physics, engineering and statistics. In this connection, a positive attitude towards mathematics among students is an important goal of mathematics education in many jurisdictions.

Generally, it is an alarming observation among Filipino students that they excel in knowledge acquisition but fare considerably low in lessons requiring higher order thinking skills. This sorry state is evident in the performance of students in national and international surveys on Mathematics and Science competencies. Separate studies on the mathematics performance of preservice teachers (Philippine Daily Inquirer, 1988, p. 14 in Ayap,2007) and mathematics teachers on the 1993 and 1994 Professional Board Examination for Teachers (Ibe, 1995 in Aguinaldo,2008) reveal the same dismal picture of mathematics competencies of those who intend to teach it as well as those who have been teaching at the elementary and secondary levels.

In the same vein, mathematics anxiety is the result of the student's negative attitude or embarrassing experience with their mathematics teachers in previous years. Such an experience can leave a student believing him or her deficient in mathematics ability. This belief results in poor performance, which serves as confirming evidence to the student. This phenomenon is known as the ''self-fulfilling prophecy''. Mathematics anxiety results in poor performance rather than the reverse.

From the International Mathematics Olympiad, details showed that the Philippines ranked 79th out of 82 countries in 2003 and 80th out of 85 countries in 2004. Based on the possible maximum points of 225, China got the highest score of 220 points, Vietnam 126, Thailand 9, and the Philippines 16 points (DepEd, 2003). It is alarming that Filipinos are found lacking in the ability of basic mathematics. Research studies being done regarding the basic mathematical knowledge of teachers show their deficiency.

Gathering evidences of the problem at the national level helps administrators to find ways to remedy the situation. But interventions can also start at the classroom level. Teachers can also do their share of investigation and exploration of the problems students encounter in learning mathematics. Since changing times require schools to develop critical, creative and independent thinkers, teachers can initially identify impediments to the attainment of these goals (Leongson,2002; and Limjap, 2002).

Mateo (2011) in his study concluded that teaching strategies are not correlated with mathematics achievement but further stated that good teaching strategies resulted in more positive attitude and lesser anxiety towards math.

Carabbacan (2003 in Ayap,2007) asserted that the teacher in the classroom is the central figure who provides the structure within which the children can learn. In fact, the way the teacher presents an activity or concept, strongly influences the way the learners react to it. An effective teacher utilizes a variety of techniques and strategies to develop productive discipline and to motivate learners.

The study of House (2001) on the relationship between instructional activities and mathematics achievement of adolescents in Japan found out that students tended to show higher mathematics achievement when their teachers more frequently explained rules and definitions. Similarly, students performed higher mathematics test scores when their teachers more frequently solved an example related to the new topic.

In a recent large-scale study, one of the most important factors in students' motivation and achievement was their perception of whether they had a positive relationship with the teacher (McCombs, 2001). In another study, the value of math increased for middle school students when they had a teacher whom they perceived to be high in support (Eccles, 1993).

Maurillo (1999) undertook a study on the assessment of grade five pupils' mastery of the basic mathematics skills in the division of Tacloban city. He revealed that the extent of mastery of the pupils in the different mathematics skills was determined by the strategies, techiques, approaches, evaluative measures, follow-up activities, and utilization of instructional materials employed by teachers.

The teacher's knowledge of the subject matter and his/her ability to communicate it are very important factors in the teaching and learning processes. The problem is that these two factors alone will not ensure effective teaching. The learning styles are central factors that must be included in the equation (Sims and Sims, 1996).

It cannot be denied that mathematics plays an important role in life but the reality is majority of students find it very difficult to acquire the different mathematical skills and processes that are useful in their everyday lives. Some students view mathematics as their waterloo as result, students perform poorly in mathematics.

As a whole, the schools' continuing endeavours toward a better education today have challenged and inspired the researchers to conduct this study to identify and analyse the problems and difficulties encountered by students towards mastering learning competencies in mathematics. Identifying the problems commonly faced by students is important for teachers to reduce or better eliminate them so that students can in a large and meaningful way achieve the competencies in mathematics as showcased in their improved performance. As other researchers have pointed out, the teachers are the primary cause of students' failure in mathematics. Poor performance in mathematics can be traced back to teachers' failure to impart the necessary knowledge, skills, attitudes, and values to students. According to Sin Son (2003 in Mateo,2011), the teacher is the most critical factor in attaining quality education and the single most potent element in the complete structure of an effective mathematical program. Does the teacher motivate the students, create a desirable classroom climate conducive to learning, transmit knowledge and implement effective instructional strategies? These are the key functions for teacher that directly contribute to students' academic achievements. If these functions are not performed by the teacher, the students' academic performance will suffer.

It is in this context that the present study was conceptualized, to identify and analyse the problems and difficulties encountered by students towards mastering learning competencies in mathematics. The problems and difficulties are categorized into: personal problems, emotional problems, problems on teacher's instruction, problems in adjusting to classmates/board mates, problems with school adjustment and problems arising from over-extended schedule/workloads for practice in different competitions.

The schools' continuing endeavour toward a better education today have challenged and inspired the researchers to conduct this study to identify and analyse the problems and difficulties encountered by students towards mastering learning competencies in mathematics. It cannot be denied that teachers can make and unmake a learner. Poor performance in mathematics can be traced back to teachers' failure to impart the necessary knowledge, skills, attitudes, and values to students. Anything a teacher does and fails to do in the classroom affects the learner. In addition, Sin Son (2003) confirmed that the teacher is the most critical factor in attaining quality education and the single most potent element in the complete structure of an effective mathematical program. Hence, the teachers should be aware of the problems and difficulties that affect the performance of their students.

It is in this context that the present study was conceived, to identify and analyse the problems and difficulties encountered by students towards mastering learning competencies in mathematics. The problems and difficulties are categorized into personal problems, emotional problems, problems on professor's instruction, problems with school adjustment, problems in adjusting to classmates/board mates, and problems arising from over-extended schedule/workloads for practice in different competitions.

STATEMENT OF THE PROBLEM:

The study specifically answered the following questions:

1. What are the problems and difficulties encountered by the respondents in mastering learning competencies in Mathematics in the following areas:
    1.1 personal problems?
    1.2 Emotional problems?
    1.3 Problems on professor's instruction?
    1.4 Problems with school adjustment?

1.5 Problems in adjusting to classmates/boardmates? and
1.6 Problems arising from over-extended schedule/workloads for practice in different competitions?
2. What are the implications of the problems and difficulties encountered by students in mastering competencies in Mathematics to the teachers, parents and students themselves?

METHODOLOGY:

This study employed the descriptive-survey design to identify and analyze the problems and difficulties encountered by students towards mastering learning competencies in Mathematics. Descriptive research is concerned with ascertaining conditions which prevail in group cases chosen for the study. It is essentially a method of quantitative description of the general characteristics of the group. According to Adanza (1995), survey research typically employs questionnaires and interviews and it serves the purpose of describing current or prevailing conditions, opinions, attitudes, impressions, perceptions of a group of people, or variety of subjects taken from representative or problem samples for the purpose of inferring the properties of the population.

The participants composed of ninety (90) sophomore students in the Bachelor of Elementary Education (BEEd) program of Philippine Normal University- Isabela Campus, Alicia, Isabela enrolled during the first semester of school year 2011-2012. The respondents were selected using the simple random sampling particularly the Table Random from the one hundred sixty five (165) students.

In general, the respondents are aged 17, females, single, and graduated from public secondary schools. The grades most of the respondents received in G-MAT 01 (Fundamentals in Mathematics) a course during the first semester school year 2010-2011fall within the range 75% to 80%. In like manner, the grades of the respondents in G-MAT 02 (Contemporary Mathematics) during the second semester generally were within 75% to 78%.

A questionnaire was the instrument used to gather data. After all the questionnaires were retrieved, the data were tallied and tabulated, and further statistically treated using frequencies, percentage and rank to answer the specific problem.

RESULTS AND DISCUSSION:

Table 1. Profile of Participants on Final Rating in Mathematics for School Year 2010-2011

Final Rating First Semester	Frequency	Percentage	Final Rating Second Semester	Frequency	Percentage
90	0	0%	94	1	1%
89	1	1%	89	0	0%
88	1	1%	88	1	1%
87	0	0%	87	1	1%
86	0	0%	86	0	0%
85	2	2%	85	1	1%
84	2	2%	84	1	1%
83	5	6%	83	3	3%
82	2	2%	82	8	9%
81	5	6%	81	3	3%
80	6	7%	80	4	5%
79	9	10%	79	3	3%
78	8	9%	78	12	14%
77	11	12%	77	8	9%
76	12	13%	76	15	16%
75	25	28%	75	28	32%
70	1	1%	70	1	1%
Total	**90**	**100%**		**90**	**100%**

The Table displays the final ratings of respondents in mathematics for first and second semesters, school year 2010-2011. It can be surprising to note that during the first semester, 25 or 28% of students were rated with 75%; 12 or 13% have a grade of 76%; 11 or 12% received a rating of 77%; 8 or 9%; 9 or 10%; and 6 or 7% received grades of 78%, 79% and 80% respectively. One respondent failed with a grade of 70%. Only few were rated 80% up to 89%.

A gleaned of ratings of respondents for second semester also shows that 28 or 32% got a rating of 75%; 15 or 16% have 76 rating; and 8 or 9% were rated 77%. Moving on, it is striking to know that 12 or 14%, 3 or 3% and 4 or 5% were evaluated with ratings 78%, 79% and 80% respectively. Again few of the respondents have ratings higher than 80%.There is only 1 student who got a grade of 90% and 1 also failed with a rating of 70%.

Most of the respondents are generally rated low in their mathematics courses.

Problems connected with learning Mathematics are common in many countries. According to experts, students described as low achievers have very limited knowledge that can only be applied to a few and familiar situations. The weak students cannot demonstrate mathematical literacy in situations which may impede their functioning in society and economic environment (Wisniowski,2014). Mathematical competence has been identified as one of the competencies essential for personal fulfilment, active and productive citizenship, social belongingness and employability in the modern society. If students do not acquire and possess these much needed competencies for life, then inevitably they will not possibly be very successful in personal and professional life.

The teachers may consider to use other approach or strategy in teaching weak students in Math. Mastery learning as a strategy for optimizing learning considers the individual capacity and needs of the learner. The learner is treated as a unique being. Instruction is individualized within the context of the regular group instruction by means of an on-going feedback-correction process.

Mastery learning offers a new approach for raising the achievement level of a learner, thereby immunizing him from mental health problems. Mastery learning aims to insure that each student will develop to his maximum potential and thus acquire successful learning experience which will engender self-confidence and ward off mental problems. It proposes strategies whereby each learner's instruction and learning can be managed within the context of an ordinary group based on classroom instruction in order to foster his optimum development (Lardizabal, 1998). Specifically, mastery learning is a method whereby students are not advanced to a subsequent learning objective until they demonstrate proficiency with the current one. Students who do not satisfactorily complete a topic are given additional instruction until they achieved competencies successfully. Students who master the topic early engage in enrichment activities until the entire class can progress together. Mastery learning includes many elements of successful tutoring and the independent functionality seen in high-end students. In mastery learning environment the teacher directs a variety of group-based instructional techniques, with frequent and specific feedback by using diagnostic, formative tests, as well as regularly correcting mistakes students make along their learning path. Teachers evaluate students with criterion-referenced tests rather than the norm-referenced tests.

In line with the Behaviour Theory, mastery learning focuses on obvert behaviours that can be observed and measured (Baum, 2005). The material that will be taught to mastery is broken into small discrete lessons; students must be able to overtly show evidence of understanding of the material before moving to the next lesson (Anderson, 2000). In general, mastery learning programs have been shown to lead to higher achievement in all students as compared to more traditional forms of teaching.

Table 2: Personal Problems

Personal Problems	Frequency	Percentage	Rank
1. School Expenses	46	19.17%	1
2. Lack of interest	43	17.92%	2.5
3. Negative attitude toward the subject	43	17.92%	2.5
4. Poor study habits	42	17.50%	4
5. Being away from parents, siblings and other relatives	20	8.33%	5

6. Involvement in school activities	18	7.50%	6
7. No/Lacks creativity	14	5.83%	7
8. Poor grammar competency	12	5.00%	8
9. No/Lacks resourcefulness	2	.83%	9
Total	**240**	**100%**	

Table 2 presents the personal problems and difficulties encountered by the respondents. As reflected, school expenses ranks 1st or it is the most common problem with 46 or 19.17%; followed by lack of interest and negative attitude towards the subject with 43 or 17.92%; poor study habits ranks 4th with 42 or 17.50%; being away from parents, siblings and relatives stays 5th with 20 or 8.33%. Moving on, the 6th problem is on involvement in school activities 18 or 7.50%; not being creative 14 or 5.83% which gets the 7th rank, poor grammar 12 or 5.00%, 8th rank. The personal problem with 2 responses with .83% is not being resourceful. It could be gleaned that the respondents are affected much with school expenses incurred. They have to budget well the allowance given by their parents to meet the other equally important and immediate needs in their studies. Socioeconomic status contributes towards the academic performance of student. Researches claim that low socioeconomic status has negative effect on the performance of students because the basic needs of students remain not met, hence they do not perform well in their subjects (Adams,1996;Farooq,et al.2011).

Mwamwenda (1995) found that achievement of students in a subject is influenced by their attitudes rather than inability to study. Failures in school is not due to inadequate instruction but by strong resistance of students (Haimowitz,1989). These arguments imply that positive attitudes towards Mathematics should be developed to improve performance in the subject.

Also, it could be expressed that the participants experience high anxiety level because of embarrassing experiences with their mathematics teachers and classmates before which caused lack of interest, negative attitude towards mathematics, and poor study habits.

Finally, involving themselves in different school activities consume much of their time from studying their lessons. Their inabilities and inadequacies also hinder them from achieving mathematics competencies.

The result supports the idea that parents should make their children feel they are understood, cared for and well-provided financially because being away from the family is difficult for them.

Table 3: Emotional Problems

Emotional Problems	Frequency	Percentage	Rank
1. Excessive stress in doing academic tasks	35	25.36%	1.5
2. Low self-esteem or not believing on one's Capabilities	35	25.36%	1.5
3. Undesirable development of a relationship between the teacher and student such as attention and affection with each other	15	10.87%	3
4. Feeling of insecurity	12	8.70%	4
5. High anxiety in working so hard at winning the teacher's belief on good impression	11	7.97%	5
6. Feeling of immaturity	7	5.07%	7
7. Feeling of timidity	7	5.07%	7
8. Frustration over one's inadequacies	7	5.07%	7
9. Difficulty in establishing desirable relationship with parents and siblings	5	3.62%	9
10. Difficulty in establishing desirable relationship with classmates, boardmates, and other school personnel	4	2.90%	10
Total	**138**	**100%**	

Data reveal that most of the respondents are excessively stressed in doing academic tasks, have low self-esteem or not believing on their capabilities with 35 or 25.36% each. The 3rd problem is undesirable development of a relationship between the teacher and the student such as attention and affection with each other which obtains 15 or 10.87%. The problem which places 4th is feeling of insecurity, 12 or 8.70%; and next to it is having a high anxiety in working so hard at winning the professor's belief on good impression, 11 or 7.97%. A small number of the respondents also have problems on feeling of immaturity; feeling of timidity; and frustration over one's inadequacies with 7 or 5.07% each. Furthermore, other respondents encountered difficulty in establishing desirable relationship with parents and siblings, 5 or 3.62%; and difficulty in establishing desirable relationship with classmates and boardmates and other school personnel with 4 or 2.90%. It is notable that the respondents have inevitably experienced a variety of emotions ranging from too much stress, timidity, insecurity, to frustrations and difficulty in establishing desirable relationship with classmates, boardmates, and other school personnel. It is in this context that emotions directly influence undesirably the respondents' ability and interest in achieving mathematics competencies because of differences in personality, cognitive level, and development.

Gonzales (2006) included in her studies the following factors. A) Classroom factor, b) Teacher factor, c) Teaching methodology, d) Mathematical ability, e) Self-confidence, f) Attitude towards mathematics, g) Parent factor, h) Sex-role socialization, i) Psychological Factor, all the nine factors showed relationship with academic achievement in College Algebra. Only one factor, sex role socialization showed a negative relationship. The other eight factors showed a positive relationship. There are four factors out of nine which showed a very   little/negligible relationship namely; Classroom factor, Teacher factor, Teaching Methodology, and sex role socialization. The remaining five factors slight relationship and these were Mathematical ability, Attitude towards Mathematics, Parent factor, and psychological factor. When considered collectively, the two most prevalent of all anxiety-related factors were Psychological Factor and Attitude towards Mathematics.

Another study conducted by Arellano (1997) as cited by Mercado (2002) identified mathematics learning style and preferences of secondary school student in regard to the fine dimension of learning-environment emotional, sociological and cognitive. Part of the results of the study revealed that among the environmental stimuli. Mathematics learning style elements included motivation on the persistence to get the work done with confidence. In the emotional dimension, the high achievers were highly motivated and more persistent; they were highly motivated/ teacher dependent.

The result of this study on attitude of students negate the findings of Aguinaldo (2001) that the students have positive attitudes towards mathematics as measured in the mathematics measured scale, although he affirmed that students are more inclined to fear mathematics. Hence, he strongly recommended that mathematics teachers should promote and develop positive attitude of college students towards mathematics so that students may obtain higher academic performance in the subject. They should make their lessons responsive to the ability and interest of the student in order to make learning meaningful and pleasant.

Matusalem (2000) in her study confirmed that among the teacher behaviors with positive and significant relationship with the mathematical performance of students are mastery of the subject matter, expending an extra time in explaining topics which students do not understand, clarify explanations, adjustment of teaching styles to the students level of intelligence, use of visual aids in teaching the subject and encouragement of teachers to students to ask questions regarding the subject matter.

Researches aver that teachers should encourage the students to participate in school activities through student organizations. They can get a chance of exposure to various activities related to academic, social, economic and community concerns. Thus, the students gain approval from peers and authorities, strengthen self confidence and self-esteem (Cabansag,2012.)

Table 4: Problems on Professor's Instruction

Problems on Professor's Instruction	Freq.	Percentage	Rank
1. Lacks ability to give clear directions and logical explanations	38	12.75%	1
2. No effective motivation and introduction	35	11.74%	2
3. Not creative enough to adapt his/her method to the learner's capability	29	9.73%	3
4. Lacks the ability to encourage critical and creative thought	25	8.39%	4
5. No visual aids and other examples were used to illustrate the lesson	24	8.05%	5
6. No sufficient and concrete examples to create meaningful learning experiences	22	7.38%	6
7. Not asking appropriate and different types of questions that direct students' thinking	20	6.71%	7
8. One approach, method and strategy in teaching is used	17	5.70%	8
9. Questions not properly distributed to all learners	15	5.03%	9
10. Method is not suited to the needs and capabilities of learners	13	4.36%	10
11. Inability to relate lessons to actual life situations	11	3.69%	11.5
12. Not recognizing the value of lifelong learning	11	3.69%	11.5
13. No effective use of formative test after teaching	10	3.36%	13.5
14. Overlooks to link learning with prior experiences	9	3.02%	13.5
15. Overlooks to provide students with practical applications of content learned	7	2.35%	15.5
16. Not demonstrating in-depth knowledge of the subject matter	7	2.35%	15.5
17. Constructed evaluation tools and measures are not valid	3	1.01%	17
18. No provision of varied learning tasks	2	0.67%	18
Total	**298**	**100%**	

Table 3 shows data regarding problems on professor's instruction. It is evident that the respondents have problem on the professor's inability to give clear directions and logical explanations which is 38 or 12.75% which ranks 1st. The 2nd problem is no effective motivation and introduction, 35 or 11.74%. Not creative enough to adapt his/her method to the learner's capability, 29 or 9.73% or ranked 3rd. Lacks ability to encourage critical and creative thought receive 25 or 8.39%. Another problem encountered was the professor does not use visual aids and other examples to illustrate the lesson, 24 or 8.05%; followed by no sufficient and concrete examples to create meaningful learning experiences, 22 or 7.38%. The Table moreover presents problems on not asking appropriate and different types of questions that direct student's thinking with 20 or 6.71% and one approach, method and strategy in teaching is used, 17 or 5.70% respectively. Moving on, the Table further reflects that professor does not distribute questions properly to all learners with 15 or 5.03%, method is not suited to the needs and capabilities of learners, 13 or 4.36%. Very few of the respondents encountered problems on inability to relate lessons to actual life situations, 11 or 3.69%, overlooks to provide students with practical applications of content learned, 7 or 2.35 % to constructed evaluation tools are not valid, 3 or 1.01% and no provision of varied learning tasks, 2 or 0.67%. It can be concluded that the professor's inadequacies in the classroom create problems and difficulties to students. The present findings support Mateo's (2011), Carabbacan's (2003), and Maurillo's (1999) conclusions, that good teaching strategies, approaches and techniques; and effective evaluative measures, follow-up activities and utilization of instructional materials make students more motivated, achieve mastery of content, develop more positive attitude, productive discipline and higher performance in mathematics. Teachers as a whole need to know and understand that differences and uniqueness among learners exist and are widespread. They should endeavour to make the necessary and appropriate adjustments to the general capabilities, needs and interests of students to produce better learning outcomes. Anything the teacher does and fails to do in the classroom redound to the learners. Understanding and application of the different principles of teaching and learning are necessary.

The results of this study may spur the curriculum implementers to design and organize realistic, appropriate and meaningful programs, activities and projects that would improve and increase further the competencies and effectiveness of teachers. This may likewise demand them to conduct regular and objective monitoring, supervising and evaluating teachers at work to measure their effectiveness and efficiency to improve learning outcomes.

This study may make teachers revisit existing competencies in mathematics and do appropriate and urgent revision and modification to make it more relevant to the present needs, interests and situations of learners and to the conditions and demands of the society as a whole. This may pave the way to reflect further and benefit of the reflection as regards of their most crucial roles and functions as developers and providers of accurate, useful, and relevant concepts, principles and theories in mathematics. This may commit them to deliver quality instruction that will redound to students' improved attitudes and performance in mathematics.

Table 9: Problems with School Adjustment

Problems with School Adjustment	Frequency	Percentage	Rank
1. Difficulty in adjusting to life/ role of a college student	32	28.32%	1
2. Not doing the learning tasks well	30	26.55%	2
3. Difficulty in establishing good relationship with the professor, university campus officials, students and other school personnel	25	22.12%	3
4. Feeling of not being accepted by professor	14	12.39%	4
5. Feeling of not being accepted by classmates and boardmates.	12	10.62%	5
Total	**113**	**100%**	

Table 4 shows the respondents' problems with school adjustment. It is proven that difficulty in adjusting to life/role of a college student is generally the problem most of the respondents encountered with 32 or 28.32%. The problem on not doing the learning tasks well follows with frequency of 30 or 26.55%; and difficulty in establishing good relationship with the professor, university campus officials, students and other school personnel ranks third with 25 or 22.12%. The problems on feeling of not being accepted by professor and feeling of not being accepted by classmates and boardmates with 14 or 12.39% and 12 or 10.62 respectively are met by few respondents. The respondents come from different family culture. The foundations established by the home are to a large extent build and influence their adjustments to environmental conditions, situations and of course their personality. Some of the respondents indicate to have built good relationship with school personnel, classmates and boardmates which made them to make easy and fine adjustments to university life while others failed. This proves of the importance of socialization on the holistic development of the individual. Therefore, it can be concluded that the school as a whole is a potent factor in the determination of whether or not students achieve learning goals and objectives. The school culture directly affects student's learning either favourably or unfavorably. The findings of this study parallel with McCombs (2001) and Eccles (1993) who concluded that students increase in motivation, achievement and value mathematics more if they perceive of a positive relationship and supportive attitude of the teacher.

Table 5: Problems in Adjusting to   Classmates and Boardmates

Problems in Adjusting to Classmates and Boardmates	Freq.	Percentage	Rank
1. How to be accepted by classmates and board mates	19	21.84%	1
2. Working effectively with different kinds of classmates or board mates	17	19.54%	2
3. Winning the esteem, confidence and respect of classmates or	16	18.39%	3

board mates			
4. Being unpopular to some classmates or board mates	13	14.94%	4
5. Insecurity with other classmates or board mates who are better intellectually and economically	12	13.79%	5
6. Superiority complex of classmates or board mates who are more superior cognitively and financially	10	11.49%	6
Total	**87**	**100%**	

The Table provides information about the respondents' problems in adjusting to classmates and boardmates. The problem on how to be accepted by classmates and board mates gets 19 or 21.84% and ranks 1st; working effectively with different kinds of classmates or boardmates ranks second with 17 or 19.54%; winning the esteem, confidence and respect of classmates and boardmates is third with 16 or 18.39% and being unpopular to some classmates or boardmates is fourth with 13 or 14.94%. The Table moreover reveals that there are 12 respondents or 13.79% who feel insecure with other classmates or boardmates who are better intellectually and economically and having a problem with superiority complex of classmates and boardmates who are more superior cognitively and financially which shows a frequency of 10 or 11.49%. It can be stated that people have both favourable or unfavourable impressions and treatments on others. These in a way cause and leave either good or bad effects on performance, achievement and attitude. These concur with the findings of the present study that classmates and boardmates with different personality characteristics, socio-economic and cultural background stand as problems to the respondents in their goal toward mastering learning competencies in mathematics because of the former's values, behaviour or character which are inconsistent with theirs (the respondents).

Table 6: Problems Arising from Over- extended Schedule/Workloads for Practice in Different Competitions

Problems Arising from Over-extended chedule/Workloads for Practice in Different Competitions	Frequency	Percentage	Rank
1. Too many academic tasks and projects Assigned	39	32.77%	1
2. Studying and reviewing too many subjects Everyday	38	31.93%	2
3. Going back to Philippine Normal University Campus to work on a project, for practice in different competitions	29	24.37%	3
4. Doing household chores for family	10	8.40%	4
5. Attending to part-time job that requires additional work time	3	2.52%	5
Total	**119**	**100%**	

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Table 6 reflects the problems arising from over-extended schedule/workloads for practice in different competitions. As gleaned from the Table, the problem on too many academic tasks and projects assigned reveals a frequency of 39 or 32.77% which occupies the 1st rank; studying and reviewing too many subjects everyday comes next with 38 or 31.93%; and going back to Philippine Normal University Campus to work on a project or for practice in different competitions is third with 29 or 24.37%. Data also present that the problems on doing household chores for the family and attending to part-time job that requires additional work time occupy the least problems among the respondents with 10 or 8.40% and 3 or 2.52% respectively. From the data presented, it can be concluded that the respondents are too much occupied with many academic and non-academic activities and projects. Moreover, the participants are required to do household chores before and after coming home from school and others accepted part-time jobs to augment the allowance given by their parents. These activities get most of their time and energy to study and review their lessons. Thus, they lack the mastery of mathematics competencies required of them to achieve.

FINDINGS:

The data discussed above reveal the following:

1. Most of the respondents encountered personal problems relating to money, lack of interest, negative attitude, poor study habits, and homesickness. Only few have problems on involvement in school activities, not creative, having poor grammar and not being resourceful.
2. In general, the emotional problems encountered are stress, low self-esteem, and poor relationship with family, classmates and boardmates.
3. Generally, the professors have overlooked the implementation of the principles of teaching and learning.
4. The problems and difficulties with school adjustment relate to adjustment to college life such as inability to do tasks well and poor relationship with school personnel and boardmates.
5. The problems with regard to adjusting to classmates and boardmates are acceptance, winning the esteem, confidence and respect, and insecurity with other classmates or boardmates.
6. With regard to problems arising from over-extended schedule/workloads for practice in different competitions, the problems relate to many academic and non-academic tasks, projects, and home/family responsibilities.
7. There is a need to prepare a program of activities to insure an organized and systematic participation of students to help them manage the problems and difficulties encountered in Mathematics.

IMPLICATIONS:

The foregoing findings imply that the University to the following measures to solve the problems and difficulties encountered by the students in Mathematics:

1. Sustain the conduct of class advisement activities to explore and identify problems of students and explore possible solutions with their own problems. Topics on finances, attitude, time anagement, personality development and study habits should be overly emphasized.
2. Frequent supervision by academic heads is needed to improve teaching practices and learning outcomes.
3. Provide advance organizers in presenting and developing lessons to motivate students and to link their schemata with the lesson.
4. Benchmark on the present needs, problems, and interests of learners as bases in selecting the most appropriate approach, method and techniques of teaching.
5. Instruction should be supplemented with a variety and suitable visual materials and educational technology.
1. Natural social settings should be used to explain difficult concepts, rules and principles.
2. Use brief, mini-lessons for specific skills with the whole class or targeted groups.
3. Divergent questions can be used in problem solving activities.
4. Confirm student understanding of mathematical language.
6. Personal and maximum engagement of students in the different academic tasks be given for maximum learning.
7. For socialization purposes among students, the use of games and other socially oriented activities can be applied.
8. If possible, requirements of students should be reduced for them to have more time to attend to other equally important academic tasks.
9. The Mathematics Club may implement competitions catering to the general problems, difficulties and needs of students.
10. Teachers should show empathy, understanding and patience to students with problems and difficulties in learning.
11. Intermittent reinforcement should be delivered to help sustain student's improvement.

The results of this study suggests school administrators should design, organize and implement realistic, appropriate and meaningful programs, activities and projects that would improve further the competencies and effectiveness of teachers. This may likewise demand them to monitor and supervise teachers at work to measure their effectiveness and efficiency in the program. This paves the way for curriculum implementers to reflect meaningfully and benefit of the reflection as regards of their most crucial roles and functions as facilitators and providers of useful, accurate and relevant concepts, theories and principles in mathematics. This may commit them to deliver quality instruction that would redound to students' improvement in attitudes and performance in mathematics.

The results of this study may make Mathematics teachers revisit existing competencies in mathematics and do urgent and immediate revision to make mathematics more relevant to existing needs, demands and conditions of students and of the society as a whole.

Students should reveal to their teachers the problems and difficulties they encountered in mastering learning competencies in Mathematics. This will also help them to gain more interest and to improve their grades in Mathematics.

Parents should guide and support their children more to perform better..

CONCLUSION:

The study reaffirms that poor achievement in Mathematics are caused by problems and difficulties that include personal problems (students' ability and attitudes), psychological (emotional) problems, instructional problems (teachers' strategies in teaching and attitude), family problems (finances and relationship), adjustment to college life, peer problems (adjustment to classmates and boardmates), and co-curricular activities.

Mathematics is a way of thinking, a way of organizing a logical proof, and a powerful way of communicating that forms a crucial discipline of teaching-learning programs. Hence, the learning environment should be structured in a way that it fosters and nurtures the unique capabilities of students.

RECOMMENDATIONS:

From the foregoing findings and conclusions drawn, the following recommendations are offered:

The Mathematics professors should prepare an intervention syllabus that meets the needs, abilities, and interests of the low achievers in the subject.

The University should allow students to choose co-curricular programs they are interested to join to enhance their performance not only in mathematics but in other courses as well.

The present study deserves further enrichment by using descriptive-correlational. The study will include profile of respondents and will be correlated to the problems and difficulties encountered to determine and analyse the relationship that occur.

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LEARNERS' ATTITUDES, PERCEPTIONS, AND EFFORTS TOWARDS MANDARIN AS A FOREIGN LANGUAGE COURSE

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ABSTRACT

This paper examines the attitudes and perceptions of learners towards learning Mandarin language as a foreign language course at a local public university in Malaysia. In Malaysia, Mandarin language course is offered to foreign language students either as a compulsory elective or free elective course at university level. Nevertheless, majority of the students are still unable to communicate well in the language upon completion of the course. This quantitative field research employs questionnaires and purposive sampling technique as the methods of collecting data. The sampling involves 74 students from Universiti Malaysia Kelantan (UMK) Jeli Campus who enrolled in Level 2 Mandarin course. While the paper discusses learners' attitudes it also highlights their perceptions towards Mandarin language learning environment and their efforts to enhance the mastery of Mandarin during the learning period. The findings revealed that majority of the respondents seemed to show positive attitudes towards Mandarin, such as their willingness to promote the course to their friends and determination to continue to learn the language after graduation. However, majority of the students were also found to have feelings of anxieties while learning Mandarin. Thus, the anxiousness arose during the language class has no apparent effect on their language learning as they claimed. As a whole, this research suggests that language instructors should seek ways to motivate the students to improve their speaking skills especially through group learning strategies.

Keywords: Mandarin language learning, attitudes, perceptions, language learning environment, students' efforts

INTRODUCTION:

Foreign languages are now widely acknowledged and are used to meet the current needs and demands of either public or private organizations. In recent times, society has begun to pay more attention to the importance of foreign language learning at all educational levels; from primary to tertiary level. The ability to speak in a foreign language is an added skill to an individual, not just for personal gain but also for the larger social good as well as for the sake of the country, especially meeting the needs of human resources that require a foreign language as a medium of communication. Among the foreign languages which are frequently introduced and offered as compulsory elective or free elective foreign language courses in Malaysia's Public Higher Educational Institutions are English, Arabic, Mandarin, Japanese, German, Spanish, and Thai languages. In fact, foreign languages such as Arabic, Japanese, French, and German languages were introduced in national secondary schools as part of the 1996 Education Act. The introduction of these languages in the national curriculum proves to be of government's concern as the languages have their own economic, politic and social advantages which will be of benefit to the nation.

In the meantime, there are several policies concerning the medium of instruction in the Malaysian education system. One of them is to use the Malay language, Mandarin language, Tamil language and English language as the medium of instruction in national primary schools, as well as using Malay language and English language as the medium of instruction in national secondary schools. Besides, the Malay language, Mandarin language, Tamil language, English language, and Arabic language are used as the medium of instruction in the private primary schools while only the Malay language, Mandarin language, English language, and Arabic language are used as the medium of instruction in private secondary schools. The Mandarin language is only used as the medium of instruction in Chinese private schools in both primary and secondary schools. Meanwhile, both public and private higher education institutions in Malaysia may opt for Malay language, Mandarin language or Arabic language as the medium of instruction (Alis, 2006).

In Malaysia, the formal or standard language used by the local Chinese ('Chinese' in Malay language known as '*Tionghoa*' or '*Cina*') is called 'Mandarin language', a language which is formally used for formal purposes, such as in formal occasions, formal letters etc. In China, the 'Mandarin language' is known as '*Putonghua*'. According to American Heritage Dictionary (2013), 'Mandarin language' is 'the official national standard spoken language of China, which is based on the principal dialect spoken in and around Beijing. It is also called *Guoyu*'. '*Putonghua*' or '*Guoyu*' can be translated as the 'common language', in which the word '*Putong*' means 'common', while the word '*hua*' means 'saying'.

According to Mok (as cited in Wong and Wong, 2006), the use of Mandarin language as a second language (now known as a third language) in Chinese education system in Malaysians began in the 1990s. It was initiated following the recommendations of the former Education Minister of Malaysia, Datuk Seri Najib Tun Razak through his announcement in the second reading of the Bill in Parliament Educational Act on December 18, 1995, that the implementation of the teaching and learning of Chinese language would be carried out at national schools with multi-ethnic students. However, his recommendations could only be implemented after the Education Development Plan (2001-2010) which was announced in the Education Development Seminar which was held in Shah Alam, Selangor, on October 8th, 2001. This education plan proposed the introduction of foreign languages subjects like Mandarin and Tamil courses in national schools' curriculum in order to foster unity among students of different races and religions.

Moreover, the government's keenness to promote the Mandarin language to non-Mandarin speakers is very much commendable. The government has given the language due recognition which is manifested through its continuous efforts and encouragements. According to *Utusan Malaysia* (April 21st, 2011), the Deputy Prime Minister of Malaysia, Tan Sri Muhyiddin Yassin was reported to have said that the government was trying to expand the collaboration between Malaysia and China in the field of education particularly in the language field. One of the efforts was realized in the sponsorship scheme of the Ministry of Education and MARA (Malay for Indigenous People's Trust Council, commonly abbreviated as 'MARA'), where students were sent to pursue their studies in the field of Mandarin

language at Beijing Foreign Studies University (BFSU) since year 2007 as one of the government's initiates to enhance the teaching and learning of Mandarin language in Malaysian schools and universities.

Although in the outset, the introduction to the Chinese education system encountered numerous conflicts and resistance resulting from the economic and political pressure, the strong impetus to perpetuate the Chinese education system in this country at that time has eventually benefited the current generations. Now, in line with the country's economic development and cooperation relations between Malaysia and China, especially in terms of economy and education, more people from various walks of life, particularly students of the primary to the tertiary level are attracted to mastering the Mandarin language.

STATEMENT OF RESEARCH PROBLEM:

Reading, writing, listening and speaking skills are the main skills in learning any language, especially for a foreign language. Yet, these skills are not easily acquired by foreign language learners. On that account, for the past few years many researches on foreign languages have concentrated their research on speaking and listening (audio-oral) skills (Ghazali et al., 2011) as the main purpose of learning a foreign language is to be able to communicate in the language effectively. In the meantime, there were also studies on the learners' perceptions and attitudes such as the learner's anxiousness in learning a foreign language in which it was believed could affect the learners' performance. According to Williams and Burden (as cited in Brown, 2009), learners' perceptions and interpretations towards language learning have been found to have a great influence on their achievement. Therefore, by understanding the learners' attitudes and perceptions towards learning Mandarin as foreign language course, as well as their efforts to enhance the mastery of this language, proper solutions to these learner's problems with the language could be identified and later suggested to improve the teaching and learning of Mandarin in the future.

RESEARCH QUESTIONS:

This study seeks to answer the following research questions:
 (1) What are the students' attitudes towards Mandarin language learning as foreign language course?
 (2) What are the students' perceptions towards Mandarin language learning environment?
 (3) What efforts have the students made to enhance the mastery of Mandarin language?

RESEARCH METHODOLOGY:

 This quantitative research is to assess the students' attitudes and perceptions towards Mandarin language learning as foreign language course. A set of questionnaire was designed and administered to a total of 74 students who took Level 2 Mandarin as a foreign language course in Universiti Malaysia Kelantan (UMK) Jeli Campus, Kelantan. Using purposive sampling method, a researcher will determine who will be the respondents of the research and what characteristics to be considered in the selection without determining the number of the respondents involved in the research beforehand (Bernard, 2000). In this purposive sampling method, the researcher determined the characteristics that she wanted a respondent to have, for example, the respondent, regardless of the gender must be a student who enrolled in Level 2 Mandarin as a foreign language course. After all of the questionnaires were returned, the data was then processed using Statistical Package for Social Science (SPSS Version 16.0 for Windows).

FINDINGS AND DISCUSSION:
THE ANALYSIS OF THE RESPONDENTS' ATTITUDES TOWARDS MANDARIN LANGUAGE LEARNING:

There are a few studies showing that negative attitudes or feelings towards a foreign language can affect the effectiveness of teaching and learning of the language. Examples are studies on second

language, which had proven that English language learners who were more motivated would more likely to employ English in their conversations or try to learn English longer than those who were less motivated. In other words, it indicates that students with more favourable attitudes towards a target language are said to show explicitly less attrition than those with less favourable attitudes (Gardner et al. as cited in Yu, Chan and Ain Nadzimah, 2013). Hence, this research seeks to identify the negative feelings (anxieties) that exist among the learners as it is believed that it could be one of the constraints influencing the learners' achievement in Mandarin language learning. In this research, the learners' attitudes are referring to their behaviours towards Mandarin language learning either in positive or negative way.

Table 1: The Anxieties of the Respondents from Universiti Malaysia Kelantan (UMK) (Jeli Campus) towards Mandarin Language Learning

Questionnaire Items	Yes		No		Total	
	Frequency (Number of Respondents)	Percentage (%)	Frequency (Number of Respondents)	Percentage (%)	Frequency (Number of Respondents)	Percentage (%)
Do you have any anxiety or uncomfortable feelings while in Mandarin class?						
• Shyness	12	16.7	59	81.9	72	100.0
• Low self-esteem	10	13.9	62	86.1	72	100.0
• Feeling less confident	34	47.2	38	52.8	72	100.0
• Nervousness	22	30.6	50	69.4	72	100.0
• Fear of making mistakes	34	47.2	38	52.8	72	100.0
• Fear of being ridiculed	5	6.9	67	93.1	72	100.0
• No, I don't. I'm very positive.	20	27.8	52	72.2	72	100.0
• Others	2	2.8	70	97.2	72	100.0
*No response					2	-

*Note: The respondents answered "yes" or "no".

Table 1 shows the anxieties of the respondents towards Mandarin language learning. The findings of this research reveal that only 20 students (27.8%) claimed that they held positive attitudes while learning Mandarin; while the rest of the respondents claimed otherwise (72.2%). As can be seen clearly in Table 1, students' feeling of less confident (34 of respondents; 47.2%), fear of making mistakes (34 of respondents; 47.2%), and nervousness (22 respondents; 30.6%) seem to be their major anxieties. It seems that more than half of the total respondents experienced feelings of anxieties while in their Mandarin language classes. According Wan Zarina et al. (2007), communication anxiety (or 'communication apprehension') is a feeling of nervousness/shyness, described as a character of an individual resulting from the excessive worry about being spoken to in a foreign language in front of the public. There are many factors which contribute to foreign language anxieties of an individual. Among those are communication apprehension, test anxiety, fear of negative evaluation, etc. (Hana Abdulnnabi, 2011; Wan Zarina et al., 2007). Previous researches had proven that every individual showed different types of anxieties towards language learning, where it can be clearly seen from this research findings as well (Table 1).

Table 2 displays the analysis of the attitudes of respondents from Universiti Malaysia Kelantan (UMK) Jeli Campus towards Mandarin language learning with the answer "yes", "not sure", or "no". From the research findings, there were 37 respondents (52.1%) who claimed that the anxieties (such as the feeling of less confident, fear of making mistakes, nervousness, etc.) did not hinder them from learning Mandarin language well, whereas only 12 respondents (16.9%) indicated otherwise. Despite having the mentioned anxieties, over half of the total respondents who were assumed to be more motivated would find ways to cope with the existing anxiety better than few of those who were believed to be less motivated. Although most language teachers and learners undoubtedly felt that anxiety is a major hurdle to be overcome in foreign language learning, most researches on second language learning could not adequately define the language learning anxiety and its specific effect on foreign language learning (Horwitz, Horwitz and Cope, 1986).

In addition, the findings show that 47 respondents (63.5%) stated that they would advise their friends to take Mandarin language course. From the total of 74 respondents, 57 respondents (77.0%) claimed that they would continually practice or learn Mandarin language after their graduation. Thus, it shows that the learning Mandarin would benefit them in their future.

Table 2: The Attitudes of the Respondents from Universiti Malaysia Kelantan (UMK) (Jeli Campus) towards Mandarin Language Learning

Questionnaire Items	Yes		Not Sure		No		Total	
	Frequency (No. of Respondents)	(%)	Frequency (No. of Respondents)	(%)	Frequency (Number of Respondents)	(%)	Frequency (Number of Respondents)	(%)
Did your anxieties become a barrier for you to learn well the Mandarin language? *No Response	12	16.9	22	31.0	37	52.1	71 3	100.0 -
Will you advise your friends to take Mandarin language course?	47	63.5	22	29.7	5	6.8	74	100.0
Will you continually practice/learn Mandarin language after graduation?	57	77.0	16	21.6	1	1.4	74	100.0

*Note: The respondents answered "yes", "not sure" or "no".

The Analysis of the Respondents' Perceptions towards Mandarin Language Learning Environment:

According to Barr and Gillespie (2003), no matter what the subject is, there are a few fundamental components of any learning environment, such as: physical resources (e.g.: classrooms, libraries, etc.), technological resources (the provision of up-to-date computers), communication, human resources (e.g.: teacher, lecturers, et.), pedagogical strategies (teaching strategies), cultural context (the approach to learning adopted by staff and students), etc.

The data analysis of respondents from Universiti Malaysia Kelantan (UMK) Jeli Campus on their perceptions towards Mandarin language learning environment can be seen clearly on Table 3. When asked about if the origin of a Mandarin language teacher or lecturer (if they are from foreign countries) would affect the students' language learning performance, 22 respondents (30.1%) affirmed so because

of some factors, such as the influence of Chinese dialect and also the 'strong' accent produced by those especially from the Mainland China where it might be a barrier for them in understanding the language used in the Mandarin language class. However, only nine respondents (12.3%) stated otherwise. Moreover, more than half of the respondents (57.5%) answered "not sure", which shows that they could not give the best answers as they have never experienced it.

Besides that, more than half of the respondents (42 respondents; 56.8%) chose Malay language as their preferred medium of instruction while learning Mandarin language, whereas only 29 respondents (39.2%) opted for both Malay and English language as their preferred medium of instruction. When asked about the Mandarin language learning environment, 18 respondents (24.3%) said that the atmosphere of the class was "very enjoyable and interesting", while 40 respondents (54.1%) claimed it was "quite interesting". Majority of the respondents (70.3%) were satisfied with the Mandarin language course schedule and most of them wished to have the class in the morning (41.9%).

A total of 36 respondents (48.6%) claimed to be more comfortable to learn the Mandarin language in a class of less than 20 people, whilst 35 respondents (47.3%) preferred to be in the class of 20 to 30 people. Hence, it shows that majority of the respondents were more comfortable to be in a Mandarin class of not more than 30 people. Besides that, a total of 28 respondents (37.8%) asserted that the teaching aids used by the language teacher or lecturer during the Mandarin language class are not enough, while 23 respondents (31.1%) claimed otherwise. There were a total of 56 respondents (75.7%) who were satisfied with the quantity of Mandarin language syllabuses provided as compared to only six respondents (8.1%) who were not satisfied. A total of 50 respondents (67.6%) claimed that they were satisfied with the time allocated for learning the Mandarin language while only 12 respondents (16.2%) claimed otherwise.

Table 3: Students' Perceptions towards Mandarin Language Learning Environment

Questionnaire Items	Frequency (Number of Respondents)	Percentage (%)
If the Mandarin lecturer/language teacher is from a foreign country, does it become difficult for you to learn the language?		
• Yes	22	30.1
• No	9	12.3
• Not sure	42	57.5
Total	**73**	**100.0**
*No response	1	-
What is the medium of instruction that you prefer to be used when learning Mandarin language?		
• Malay language	42	56.8
• English language	3	4.1
• Malay language and English language	29	39.2
• Others	0	0
Total	**74**	**100.0**
How was the atmosphere in the Mandarin language class?		
• Very enjoyable and interesting	18	24.3
• Quite interesting	40	54.1
• Plain	14	18.9
• Less interesting	1	1.4
• Very boring and not interesting to attract students to learn the language	1	1.4
	74	**100.0**
Total		
Did you feel satisfied with your Mandarin language class schedule?	52	70.3

• Yes	7	9.5
• No	15	20.3
• Not sure	**74**	**100.0**
Total		
In your opinion, when is the best time for you to attend the Mandarin language class?		
• Morning	31	41.9
• Afternoon	13	17.6
• Evening	8	10.8
• Late evening	1	1.4
• I don't mind	21	28.4
Total	**74**	**100.0**
I am more comfortable with the class capacity of:		
• Less than 20 people	36	48.6
• 20 – 30 people	35	47.3
• 31 – 40 people	1	1.4
• More than 40 people	0	0
• I don't mind	2	2.7
Total	**74**	**100.0**
Were the teaching aids used by the lecturer/language teacher during the Mandarin language class enough?		
• Yes	23	31.1
• No	28	37.8
• Not sure	23	31.1
Total	**74**	**100.0**
Were you satisfied with the quantity of Mandarin language syllabuses provided?		
• Yes	56	75.7
• No	6	8.1
• Not sure	12	16.2
Total	**74**	**100.0**
Were you satisfied with the time period allocated for learning the Mandarin language?		
• Yes	50	67.6
• No	12	16.2
• Not sure	12	16.2
Total	**74**	**100.0**

The Analysis of the Respondents' Efforts During Mandarin Language Learning:

Table 4 shows the efforts of the respondents on Mandarin language learning. In other words, what are their learning strategies employed to enhance the mastery of Mandarin language. The data analysis shows that more than half of the respondents affirmed that they had sought help from their Mandarin teacher or lecturer when they faced problem during the Mandarin language learning period, while only 20 respondents (27.0%) said they had never done so. Among these respondents, 35 respondents (47.3%) claimed that it was effortless to seek the help of their language teacher or lecturer when they faced problems in understanding the language while other respondents said it was difficult because of either they were too busy (21 respondents; 28.4%) or their lecturers were not free (10 respondents; 13.5%).

Moreover, there were more respondents (33 respondents; 44.6%) who stated that they preferred to learn the Mandarin language in group as compared to 24 respondents (32.4%) who preferred to learn individually while 17 others (23.0%) said that they did not mind either way. All of the respondents

claimed that they had been practicing their speaking skill in Mandarin language each time after the class was over and majority of them (53 respondents; 71.6%) were willing to spend their own money for buying extra reference books other than the text book or handouts provided in class for the purpose of strengthening and improving Mandarin language proficiency.

In addition, with respect to effectively teaching and learning a foreign language, numerous researches had focused on the learning strategies applied by foreign language learners. For instance, the use of metacognitive strategies in foreign language learning had been utilized by most good language learners (GLL), which is obviously a successful one. Examples of the strategies are "maximizing opportunities to use the language", "pushing oneself into using the language", "learning intensively", "learning regularly", and "having a concrete need/plan for learning". Besides that, strategies in a specific skill area such as "Listening" (e.g.: "deep listening" and "broad listening"), "Reading" (e.g.: "reading aloud" and "reading a lot"), "Speaking" (e.g.: "memorizing basic sentences by vocalizing many times" and "pattern-practicing them thoroughly"), "Vocabulary" (e.g.: "increasing basic vocabulary"), "Pronunciation" (e.g.: "paying special attention to sounds/prosody), "Writing" (e.g.: "writing regularly/having their writing corrected") and "Grammar" (e.g.: "learning consciously/attention to forms") had seems to be the most preferred and regularly used by most GLL. GLL were also found to have shirted their learning strategies according to their learning stages (beginning, intermediate, and advanced stages) (Takeuchi, 2003).

Table 4: The Efforts Made by the Students to Enhance the Mastery of Mandarin Language

Questionnaire Items	Frequency (Number of Respondents)	Percentage (%)
Have you ever sought help from your Mandarin lecturer/language teacher when you have problem with the language learning?		
• Very often	0	0
• Often	1	1.4
• Sometimes	32	43.2
• Rarely	21	28.4
• Never	20	27.0
Total	**74**	**100.0**
Was it easy to seek the help of lecturer/language teacher when you were faced with problems to understand this language?		
• Easy	35	47.3
• Difficult because the lecturer was always busy	10	13.5
• Difficul because I'm always busy	21	28.4
• Other reason(s)	8	10.8
Total	**74**	**100.0**
Does the difficulty to see your lecturer/teacher lead to your having problems in learning the language?		
• Yes	9	12.2
• No, because I can learn by myself	32	43.2
• No, because I can learn from my classmates/friends	33	44.6
• Other reason(s)	0	0
Total	**74**	**100.0**
In order to improve the mastery of Mandarin, you prefer to learn the language:		
• Individually	24	32.4
• In group	33	44.6
• I don't mind	17	23.0
Total	**74**	**100.0**

Did you try to improve your Hanyu Pinyin pronunciation through speaking practices each time after attending the Mandarin language class?		
• Very often	11	14.9
• Often	30	40.5
• Sometimes	27	36.5
• Rarely	6	8.1
• Never	0	0
Total	**74**	**100.0**
Are you willing to spend your money to learn Mandarin language (e.g., for buying extra reference books other than the text book/handouts provided in class)?		
• Yes	53	71.6
• No	5	6.8
• Not sure	16	21.6
Total	**74**	**100.0**

CONCLUSION:

This research found that the majority of the Mandarin language learners at Universiti Malaysia Kelantan (UMK) Jeli Campus were undermined by the feelings of anxieties while learning the Mandarin language. Thus, the feelings of anxieties that arose during the language class have no apparent effect on their language learning despite their claims. In general, most of them seem to show positive attitudes towards Mandarin language, such as their willingness to promote the course to their friends and the determination to continue to learn the language after graduation. In addition, as for the preferred medium of instruction for learning Mandarin language, most of the students opted for Malay language. It seems that the students were more comfortable with the national language as compared to the second language (English language) as it is the first language for most of the Malay students. This shows that the medium of instruction used the foreign language class does play an important role in ensuring students' understanding of the lessons taught by the language teacher or lecturer. Most of them show positive perceptions towards the learning environment. However, the analysis of the efforts made by the students on the frequency of seeking their language teacher or lecturer for help was unsatisfactory. Less than half of the total respondents claimed that they had no problem seeing their language teacher or lecturer when they had problems with the course while others claimed to have no free time. Even so, they affirmed that they could solve the problems by self-study or asking their friends' help. More students claimed that they preferred to improve their Mandarin language through group activities. This has been mentioned by Ghazali et al. (2012) and Azani et al. (2012) where group learning strategy can help to improve learners' verbal skills. In addition, the language instructors should not only knows how to teach the language but also know how to make the students interested and motivated to improve their speaking skills in the foreign language they learn.

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LEVEL OF QUALITY ASSURANCE OF THE TEACHER EDUCATION PROGRAM OF STATE UNIVERSITIES OF REGION II: BASIS FOR A MONITORING SCHEME FOR PNU ISABELA CAMPUS

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ABSTRACT

This study determined the level of quality assurance of the teacher education program of state universities of Region II. The results were used as bases in designing a monitoring scheme for PNU – Isabela Campus, Alicia, Isabela.

It was conducted last school year 2004-2005. The participants composed of 55 deans, directors, academic chairs and faculty of the college of education of Cagayan State University (CSU), Tuguegarao City; Isabela State University (ISU), Cabagan, Isabela and Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya. Fourteen (14) alumni from CSU and NVSU were likewise included as participants. No random sampling technique was used because all the middle-level administrators and faculty of the college of education were taken as participants. The instrument used to gather data was the questionnaire used by Accrediting Agencies of Chartered Colleges and Universities of the Philippines (AACCUP). Employing the descriptive – survey method of research, the findings revealed that the level of quality assurance of the teacher education program was very good. Likewise, the level of performance and/or efficiency of the teacher education program in terms of average work competencies of middle-level administrators, faculty and alumni during the last three school years, number of graduates, and student achievement in the LET were very good. The best predictors of the perceived level of quality assurance of the teacher education program are involvement in extension/community service, work values, personality traits, length of administrative experience, performance rating, highest educational qualification, special talents, home atmosphere and age.

Keywords: Quality, Quality Assurance, Teacher Education Program.

INTRODUCTION:

The government has been consistently forwarding variety of challenges and demands to all higher education institutions to improve teaching-learning outcomes. The ultimate measure to achieve the end is consistent evaluation in areas or aspects surrounding the educational program. The national government laid down standards to achieve quality and excellence in the educational environment. A means to assess if educational institutions exceed the standards and requirements is through accreditation. Meeting the prescribed requirements for national recognition or going beyond the minimum requirements of competencies is a significant index that the goals and programs of the educational institutions carry relevance, quality and excellence.

The most widely accepted criterion of quality in higher education is ''fitness for purpose''. Quality is described as the totality of features and characteristics of a service that bear on its ability to satisfy stated or implied needs. Quality in higher education is a multi-dimensional concept which embraces all its functions and activities such as teaching and academic programs, research and scholarship, staffing, students, faculty, equipment, services of the community and the academic environment. Quality takes the form of internal self-evaluation and external review conducted by independent specialists with international expertise. Quality also requires that higher education be characterized by its international dimension, exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects while taking into account the national cultural values and circumstances purpose'' (Friend-Pereira, J.C., Lutz, K. & Heerens, N. 2003).

In education, quality assurance is an approach which seeks to measure processes, conditions, and trends to produce the best desirable outcomes. Likewise, it refers to the means by which an institution can guarantee with confidence and certainty that the standards and quality of its educational provisions are maintained and enhanced.

Lewis and Smith (1994) cited four assumptions which reflect the environment higher education institutions operate now and in the future. These are: 1) conditions and conventions within the environment are changing; 2) they are changing faster than they have changed in the past; 3) changes will continue to occur towards the twenty-first century; and 4) sensitivity to these changes is imperative and their implications to colleges and universities must be anticipated.

Furthermore, Lewis and Smith (1994) forwarded that the core function of higher education is student learning and this should be emphasized in all discussions of quality and quality assurance. They also mentioned two approaches to assuring quality in higher education – accreditation and outcome assessment. Accreditation focuses on the inputs of the institution such as student achievement, faculty degrees, facilities, curriculum, physical resources and administration. The basic assumption of this approach is if high-quality inputs exist, high-quality outputs will result. Outcome assessment emphasizes the importance of evaluating the outputs of higher education such as student achievement, graduation and employment.

The social context of quality is doing the right thing, right on time and every time, seeking zero defects and conformance to requirements, structuring features or characteristics of a product or service to satisfy stated and implied needs and build and sustain relationships.

Article II, Section 1 of the Policies and Standards for Teacher Education, MECS Order N. 26 series of 1983 stipulates: the main concern of teacher education is to prepare teachers imbued with the ideals, aspirations and traditions of Philippine life and culture and sufficiently equipped with knowledge of an effective delivery system.

In support of the aims of the national government to achieve quality and excellence in higher education institutions, this study was pursued to determine the status, conditions and trends of the teacher education program of state universities of Region II. The teacher education program of the institutions involved in the study have been awarded level II accredited status by the Accrediting Agencies of Chartered Colleges and Universities of the Philippines (AACCUP).

The Philippine Normal University is a teacher training institution which has been operating the people in Region II for 34 long years. It is located in Alicia, Isabela, Philippines. The university offers two curricular programs, the Bachelor of Elementary Education (BEEd) and Bachelor of Secondary Education (BSEd). These programs have not been submitted for accreditation although the graduates

performed exemplary in the Professional Board Examination for Teachers (PBET) and Licensure Examination for Teachers (LET) as reported in newspapers nationwide. Some of its graduates have places in the top 10 of national and regional levels and the university has produced competent, dedicated and committed teachers and educational leaders. However, there are still some aspects and areas of the programs that require urgent improvement. It was therefore the aim of this study to look into the strong and weak areas of the programs that would soon be the starting points in formulating a quality action plan and a monitoring scheme to achieve quality assurance of the teacher education program of Philippine Normal University, Isabela Campus, Alicia, Isabela.

In the context of this study, level of quality assurance relates to the degree of conformance or exceeding the requirements for quality and excellence of the teacher education program in terms of mission, goals and objectives, faculty, curriculum and instruction, students, research, library, physical facilities and learning resources, involvement in extension/community services and administration.

STATEMENT OF THE PROBLEM:

The main objective of this investigation was to determine the level of quality assurance of the teacher education program of state universities of Region II. The results would serve as bases in formulating an action plan and a monitoring scheme for PNU Isabela Campus, Alicia, Isabela.

Specifically, the study pursued the following questions:

1. What is the socio-demographic profile of the middle-level administrators, faculty and alumni in the following variables such as: a) age; b) gender; c) length of teaching experience; d) highest educational qualification; e) present position/rank; f) home atmosphere; g) work atmosphere; h) leadership style; i) home management style; j) health status; k) performance rating; l) special talents; m) scholarly works/publications; n) involvement in extension/community services; o) length of administrative experience; p) work values; q) moral values; r) personality traits; s) level of religiosity; t) emotional intelligence quotient; and u) managerial competencies?

2. What is the level of quality assurance of the teacher education program of state universities in terms of the following indicators such as: a) mission, goals and objectives; b) faculty; c) curriculum and instruction; d) students; e) research; f) library; g) physical facilities and learning resources; h) extension and community involvement; and i) administration?

2.1 What are the strengths of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni?

2.2 What are the weaknesses of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni?

Are there significant differences in the perceptions between the middle-level administrators and faculty?

3. What is the level of performance and/or efficiency of the teacher education program of state universities in terms of: a) average work competencies of the middle-level administrators, faculty and alumni during the last three school years; b) number of graduates and c) student achievement in the LET?

4. What are the best predictors of the perceived level of quality assurance of the teacher education program of state universities?

HYPOTHESES OF THE STUDY:

There are no significant differences in the perceptions between the middle-level administrators and faculty on the level of quality assurance of the teacher education program of state universities of Region II.

There are no significant differences in the level of performance and/or efficiency of the teacher education program of state universities in terms of: a) average work competencies of the middle-level administrators, faculty and alumni during the last three school years; b) number of graduates; and c) student achievement in the LET.

CONCEPTUAL FRAMEWORK:
PRINCIPLES OF QUALITY ASSURANCE IN EDUCATION:

There are two approaches which define the methods and type of Quality Assurance processes that higher education institutions can combine:

(1) The intrinsic qualities refer to the basic ideals and values which form the very heart of higher education. These focus on the knowledge creating processes and student learning. Intrinsic quality represents the core of academic quality. The academic community can be seen as guardians of intrinsic quality.

The first approach expresses that society expects higher education institutions as potential sources of relevant and functional knowledge, wisdom and experiences. The educational services delivered should conform to the learner – the heart and center of all efforts consumed by the academic community.

(2) The extrinsic qualities refer to the capacities of higher education institutions to respond to the changing needs of the society with whom they interact. Extrinsic quality concerns the demands that society directs towards higher education.

GENERAL PRINCIPLES CONCERNED WITH QUALITY SYSTEMS IN HIGHER EDUCATION (ASHWORTH AND HARVEY,1994)

1. A recognition of fitness for purpose based upon agreed objectives and standards
2. The need to set quality issues with the institution's own strategic plans or mission statement
3. Recognition that quality must be planned and managed
4. All aspects need to be focused upon since quality is only as strong as the weakest link
5. The need for some form of continuous monitoring system
6. An acknowledgement of the merits of the different quality control and assurance systems which are available
7. An emphasis towards quality enhancement
8. A recognition of the importance of the committed program team

METHODOLOGY:

The study utilized the descriptive- survey type of research in order to determine the level of quality assurance of the teacher education program of state universities of Region II.

A descriptive study is described by Best (1989) as the type of research concerned with describing existing conditions and relations, clear effects, opinions held and developing trends. It is concerned with the present although not disconnecting both the events and influences of the past in relation to the present.

The participants of the study was composed of eight (8) middle-level administrators such as the deans, directors and academic chairs; fifty five (55) faculty of the college of education of Cagayan State University (CSU), Tuguegarao City; Isabela State University (ISU) Cabagan, Isabela; and Nueva Vizcaya State University (NVSU), Bayombong, Nueva Vizcaya. Fourteen (14) alumni from Cagayan State University (CSU) Tuguegarao City, and Nueva Vizcaya State University (NVSU) in Bayombong, Nueva Vizcaya were included in the study. Questionnaires for the alumni of Isabela State University were distributed; unfortunately not a single questionnaire was retrieved.

In the choice of participants, no random sampling technique was employed because all the middle - level administrators and faculty of the college of education were taken as participants. As regards the selection of alumni as subjects, ten (10) were taken from each of the three institutions. Because questionnaires for the alumni of Isabela State University were not retrieved, they were not included in the analysis of data.

Three sets of instruments were used to gather data. The first set was the "Socio-demographic Profile" of the respondents. The second set was the questionnaire used by the Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACCUP) to survey the level of quality assurance of the teacher education program. The last set was a questionnaire to gather comments and suggestions from the respondents on the teacher education program of their institution and/or Alma Mater

Frequency, percentage, means, standard deviation, and stepwise multiple regression were computed to derive comparative information from the responses of the respondents.

RESULTS AND DISCUSSION:

1. On Profile of Participants

Age. Generally, the middle-level administrators, faculty and alumni fall within the age bracket of 36 and beyond. This shows that most of them fall under middle-level and late adulthood.

Gender. In the three institutions the dominance of female administrators, faculty and alumni teachers over the male participants appears significant.

Length of Teaching Experience. The middle-level administrators, faculty and alumni have been in their present job for 16-20 years.

Highest Educational Qualification. Most of the middle-level administrators are Ph. D. graduates while the faculty and alumni are generally MA graduates.

Present Position/Rank. Half of the middle-level administrators occupy the ranks of Associate Professor I-V and Professors I-VI. Most of the alumni are Master Teachers I and II.

Home Atmosphere. Most of the middle-level administrators preferred a democratic home atmosphere while the faculty went for authoritarian home atmosphere.

Work Atmosphere. The flexible and warm atmospheres prevailed among the participants.

Leadership Style. Most of the participants opted for a democratic leadership style.

Home Management Style. Almost all the participants showed preference for a democratic home management style.

Health Status. Majority of the middle-level administrators, faculty and alumni are excellent, very satisfactory and satisfactory in their health status.

Performance Rating. Generally, the participants received a very satisfactory rating during the school years 2000-2001, 2001-2002 and 2002-2003.

Special Talents. Majority of the participants have flair in singing, dancing, painting, playing musical instruments, etc.

Scholarly Works/Publications. Nearly all the participants have written and published articles in journals and magazines, conducted researches and wrote their theses and dissertations.

Extension/Community Involvement. Majority of the participants have served as project/program coordinator. Others have functioned in other roles such as project/program initiator, director, consultant etc**.**

Length of Administrative Experience. Majority of the middle-level administrators have rendered administrative experience for 1-5 years; while the faculty members have served for 5-10 years.

Work Values. Most of the participants in the three institutions have excellent and very satisfactory work values.

Moral Values. Almost all the participants perceived themselves as excellent and very satisfactory in their moral values.

Personality Traits. Majority of the participants evaluated themselves as excellent and very satisfactory in their personality traits.

Level of Religiosity. In general, the participants considered themselves as satisfactory, very satisfactory and excellent in their level of religiosity.

Emotional Intelligence Quotient. Nearly all of the participants evaluated themselves as very satisfactory and excellent emotionally.

Managerial Competencies. Majority of the participants perceived themselves to be very satisfactory and excellent in their managerial competencies.

2. On the level of quality assurance of the teacher education program of state universities of Region II in terms of: a) mission, goals and objectives; b) faculty; c) curriculum and instruction; d) students; e) research; f) library; g) physical facilities and learning resources; h) extension and community involvement; and i) administration.

Table 1.Over-all Mean Ratings of the Level of Quality Assurance of the Teacher Education Program of State Universities of Region II

Indicators	Over-all Mean Rating	Level
I. Mission, Goals and Objectives	4.30	Very Good
II. Faculty	4.27	Very Good
III. Curriculum and Instruction	4.33	Very Good
IV. Students	4.25	Very Good
V. Research	4.15	Very Good
VI. Library	4.02	Very Good
VII. Physical Facilities and Learning Resources	3.89	Very Good
VIII.Extension and Community Involvement	4.08	Very Good
IX. Administration	4.17	Very Good
Mean Average	4.16	Very Good

Table 1 shows the over-all mean ratings of the level of quality assurance of the teacher education program of the three state universities of Region II. The mean average is 4.16 indicating a very good level of quality assurance of the program. The result confirms that the teacher education program is in conformance with the standards of quality and excellence. Also, the institutions can guarantee with confidence and certainty that the standards and quality of its educational provisions are maintained and enhanced.

The findings corroborate with Hersch's (1989) study which identified some characteristics of effective educational programs. These are: 1) school wide academic and social behavioral goals are clearly established and understood by all students,

parents, teachers, administrators and community; 2) curriculum is closely linked to school wide goals as well as community needs; 3) teachers hold high expectations not only for students, but for themselves as well; 4) students achieve a high rate of success with learning activities; 5) administrators are strong leaders but always listen to, and act upon requests of students, teachers and community leaders; and 6) parents and community members are encouraged to support and participate in the various school activities.

2.1 On the strengths of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni.

Table 2. Summary of Ranking of Strengths of the Teacher Education Program of State Universities of Region II

Cagayan State University	F	%	Isabela State University	F	%	Nueva Vizcaya State University	F	%
Mission, Goals and Objectives	9	66	Mission, Goals and Objectives	8	65	Mission, Goals and Objectives	6	65
Faculty	7	63	Curriculum and Instruction	6	62	Faculty	5	63
Curriculum and Instruction	6	61	Faculty	5	60	Curriculum and Instruction	4	60
Extension and Community Involvement	4	57	Extension and Community Involvement	4	58	Extension and Community Involvement	3	58
Administration	2	54	Students	2	54	Administration	2	55
			Administration	1	52			

The table reveals the summary of ranking of the strengths of the teacher education program of state universities of Region II as perceived by the participants.

In the three institutions, the area of the program which ranked first is Mission, Goals and Objectives. In Cagayan State University (CSU), Faculty ranked second; Curriculum and Instruction ranked third; Extension and Community Involvement ranked fourth and Administration ranked fifth.

The area of the teacher education program of Isabela State University (ISU) which ranked second is Curriculum and Instruction. The area which ranked third is Faculty; Extension and Community Involvement is ranked fourth; Students fifth; and Administration sixth.

In Nueva Vizcaya State University (NVSU), the area of the teacher education program which ranked second is Faculty; third is Curriculum and Instruction; fourth is Extension and Community Involvement and fifth is Administration.

As a whole, the strengths of the teacher education program as perceived by the participants of the three state universities of Region II are mission, goals and objectives, faculty, curriculum and instruction, extension and community involvement, students and administration.

2.2 On the weaknesses of the teacher education program of state universities as perceived by the middle-level administrators, faculty and alumni.

Table 3. Summary of Ranking of Weaknesses of the Teacher Education Program of State Universities of Region II

Cagayan State University	F	%	Isabela State University	F	%	Nueva Vizcaya State University	F	%
Physical Facilities and Learning Resources	12	75	Physical Facilities and Learning Resources	10	70	Research	8	72
Library	7	65	Library	8	66	Physical Facilities and Learning Resources	6	67
Research	5	60	Research	7	65	Library	4	61

Table 3 indicates the summary of the weaknesses of the teacher education program of state universities of Region II based from the perceptions of the participants.

The area of the teacher education program of Cagayan State University (CSU) perceived to carry the greatest weakness is Physical Facilities and Learning Resources. The area on Library is second and third is Research.

In Isabela State University (ISU), the area of Physical Facilities and Learning Resources was perceived to be the number one weakness of the program. The area on Library is the second; and third is Research.

The area of the teacher education program of Nueva Vizcaya State University (NVSU) perceived to get the most attention by the administration and the faculty is Research. The area which needs the second consideration is Physical Facilities and Learning Resources and third is the Library.

In conclusion, the weaknesses of the teacher education program of the state universities of Region II are: Physical Facilities and Learning Resources, Library and Research.

On the significant differences in the perceptions between the middle-level administrators and faculty?

Table 4 of State Universities of Region II. Summary of Differences of Participants' Perceptions on the Level of Quality Assurance of the Teacher Education Program

Participants	Mean	Standard Deviation	t-value	P	Interpretation
Middle-level Administrators	4.25	0.30	1.159	.05	Not Significant
Faculty	4.11	0.30			

A glean on the table affirms that there exist no significant differences in the perceptions between the middle-level administrators and faculty on the level of quality assurance of the teacher education program of state universities of Region II.

The findings imply that both the middle-level administrators and faculty carry a shared vision, full knowledge and commitment to the nature, mission, goals and objectives of the program. It can also be construed that the middle-level administrators consistently pose great challenges to the academic as well as the non-academic community to continually maximize their full potentials and efforts to achieve the most desirable outcomes of the program. Moreover, it can be implied that the faculty are informed as regards the trends, updates and other related information about the program which in a way have pushed them to work further for the good of the whole institution.

3. On the level of performance and/or efficiency of the teacher education program of state universities in terms of: a) average work competencies of the middle-level administrators, faculty and alumni for the last three school years; b) number of graduates and student achievement in the LET?

Table 5. Summary of the Level of Efficiency of the Teacher Education Program

Institution	School Year	Curricular Programs	Enrolment 1st sem/2nd sem	Number of Graduates	No. of Passers/%tage of Passing in the LET	Performance Rating of Participants
Cagayan State University	2000-2001	BEEd	501/519	164	73	Very Satisfactory
		BSEd	469/447	135	51	
	2001-2002	BEEd	458/451	157	85	
		BSEd	427/402	110	68	
	2002-2003	BEEd	577/555	138	81	
		BSEd	560/546	162	67.65	
Isabela State University	2000-2001	BEEd	341/336	186	65	Very Satisfactory
		BSEd	252/251	186	28	
	2001-2002	BEEd	346/342	71	36/60	
		BSEd	287/279	50	15/40.54	
	2002-2003	BEEd	341/354	102	36/45	
		BSEd	280/260	64	30/55.55	
Nueva Vizcaya State University	2000-2001	BEEd	179/154	86	73/60	Very Satisfactory
		BSEd				
	2001-2002	BEEd	156/133	115	85/64	
		BSEd	80/63			
	2002-2003	BEEd	107/110	130	85/54	
		BSEd	71/71	27	11	

Table 5 reflects the level of efficiency of the teacher education program of the three state universities of Region II.

The level of performance and/or efficiency of the teacher education program of Cagayan State University as measured by the number of graduates and student achievement in the LET is very good. Generally, the participants have a performance rating of very satisfactory. The level of performance and/or efficiency of the teacher education program of Isabela State University as measured by the number of graduates and student achievement in the LET is very good. The average work performance of the participants for the past three years is very satisfactory.

The level of performance and/or efficiency of the teacher education program of Nueva Vizcaya State University as measured by the number of graduates and student achievement in the LET is very good. In general, the work performance of the participants is very satisfactory.

The over-all data confirm that the level of efficiency of the teacher education program is very good. This is so because the school personnel as well as the non-teaching staff hold clear perceptions on the mission, goals and objectives of the program.

4. There exist no significant differences in the level of performance and/or efficiency of the teacher education program of the state universities in terms of average work competencies of the participants for the last three school years, number of graduates and student achievement in the LET.

5. On the best predictors of the perceived level of quality assurance of the teacher education program of state universities.

Table 6. The Best Predictors of the Level of Quality Assurance of the Teacher Education Program as Perceived by the Middle-level Administrators

Step	Predictors	Partial R**2	Model R **2	F Value	Prob>F	Interpretation
1	Involvement in Extension/Community Services	0.5344	0.5344	43.6090	0.0001	Very Significant
2	Work Values	0.1997	0.7340	27.7781	0.0001	Very Significant
3	Personality Traits	0.1404	0.8744	40.2268	0.0001	Very Significant
4	Length of Administrative Experience	0.1135	0.9879	327.5054	0.0001	Very Significant
5	Performance Rating	0.0105	0.9984	222.6279	0.0001	Very Significant
6	Highest Educational Qualification	0.0016	1.0000	2273.0099	0.0001	Very Significant

The table shows the factors which best predict the level of quality assurance of the teacher education program of state universities of Region II as perceived by the middle-level administrators.

The over-all computations indicate that: involvement in community/extension services, work values, personality traits, length of administrative experience, performance rating, and highest educational qualification are the factors which best predict the level of quality assurance of the teacher education program.

If the academic community and other non-teaching personnel show an active involvement in the different extension and community activities; executing different roles and functions and they observe and practice work values such as competence, efficiency, effectiveness, dedication etc.; these would undoubtedly redound to the furtherance of the program. Likewise, a consistent demonstration of the different favorable personality traits like competence, sociability, open-mindedness, initiative, resourcefulness etc would cause the increase in the influences of the program.

Moreover, it could be attested that the length of administrative experience and performance rating significantly influence the level of quality assurance of the program. It can be stated that the longer the administrative experience, the better the administrator in his leadership and management. Furthermore, constant and objective evaluation of management practices challenges and motivates education managers to improve.

And finally, highest educational qualification is another factor which predicts the level of quality assurance of the teacher education program. It can be inferred that the highest educational attainment of the person serves as his weapon and motivation in working for the best of the program. The higher

is his educational qualification the better and more capable he is in playing his role in pursuit for quality and excellence of the program.

CONCLUSIONS:

The following conclusions are drawn based from the findings of the study:
1. The middle-level administrators and faculty of the college of education as well as the alumni are qualified and prepared to serve in their respective functions and positions.
2. The teacher education program carries relevance and quality as regards the requirements set by the national government.
3. The three institutions support strongly the provisions and conditions recommended by the evaluators to significantly improve the teacher education program.
4. Both the middle-level administrators and faculty show an in-depth knowledge, understanding and appreciation of the vision, mission, goals and objectives of the teacher education program and both are committed to the realization of the same.
5. The best predictors of the perceived level of quality assurance of the teacher education program are: involvement in extension/community services, work values, personality traits, length of administrative experience, performance rating, and highest educational qualification.
6. The developed and proposed plan of action and monitoring scheme would eventually lead to the improvement of the teacher education program of PNU Isabela Campus, Alicia, Isabela.

RECOMMENDATIONS:

On the basis of the findings and conclusions of the study, the following recommendations are offered:
1. To ensure consistent desirable outcomes, adherence to the mission, goals and objectives of the teacher education program should be monitored and evaluated. The results should also be disseminated to all concerned.
2. There must be regular and objective monitoring and evaluation of the teacher education program to determine the extent of realization of the goals and programs. The findings can serve as benchmark for an adequate and more integrated planning, organization and implementation of the areas of the teacher education program.
3. The administration should encourage and challenge the academic community to delve into variety of researches.
4. Prepare a monitoring scheme on the procedures that would be undertaken to improve the program.
5. An assessment should be made to keep track of activities and development of PNU Isabela Campus and to ensure that special efforts are exerted towards improving the institution.
6. Great attention must be accorded the areas identified as weaknesses namely: research, physical facilities and learning resources and library.
7. The designed monitoring scheme is strongly recommended to be adopted to follow-up the development of the teacher education program of PNU Isabela Campus.
8. The study can be replicated involving stakeholders for more reliable and comprehensive findings.
9. In the replication of the study it is suggested that the latest questionnaire on evaluating the level of quality assurance of the teacher education program be used.
10. The findings of the study are recommended to be disseminated to all concerned for feedback and improvement of the program.

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RELATIONSHIP BETWEEN PERCEIVED ORGANIZATIONAL COMMITMENT AND TARGET ACHIEVEMENT: EVIDENCE FROM AN EXAMINATION OF MARKETERS IN NORTH CYPRUS' BANKS

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ABSTRACT

This paper set out to understand the level of organizational commitment exhibited by marketers in the banking sector of North Cyprus. Relying on Allen & Meyer's (1990) organizational commitment model, the study discovered that all three commitment components of the model were exhibited by the respondents with a majority of the respondents (about 80%) exhibiting affective commitment to their organizations, while a slight majority (about 60%) exhibited continuance commitment and a negligible majority (about 53%) exhibiting normative commitment to their organizations. However, there was a mismatch with the observed commitment levels and the recorded performance levels for the respondents understudy. This mismatch was attributed to the peculiar economic conditions within partially recognized countries of which North Cyprus is one.

Keywords: marketing, marketing management, marketing performance, organizational commitment , management, banking industry, North Cyprus.

INTRODUCTION:

Organizational commitment is an area of scholarly interest which a lot of researchers are currently paying much attention to. This article focuses on studying the target achievements of committed marketers in the banking sector of North Cyprus. The study will add to the marketing literature by specifically providing detailed information concerning the reasoning behind the work outcome of marketers in the banking sector of partially recognized nations.

Employees have a varying level of commitment to the organizations they work for. For different reasons, "all firms and all functional areas within firms demand that their employees be committed" (Hunt et al., 1985, p.112). Thus, management is always striving to create environments that will encourage commitment among employees in order to develop a more willing and hardworking workforce. As Bagozzi (1992) asserts, "sales effort is a behavioural outcome of salespeople's organizational commitment" (Fu, et al. 2009, p.337). The effort marketers put into their jobs is expected to have a correlation with the commitment that they have to their organization. Evidence from extant literature suggests that committed employees are expected to give much more of themselves in terms of both time and strength of effort in being useful to their organizations (Fu, et al. 2009).

Examining extant organizational commitment literature reveals the existence of a lot of theoretical models motivated primarily by the school of thought these theorists belong to. DeConinck & Bachmann (1994) note that the two most prominent schools of thoughts to which organizational commitment researchers belong include the attitudinal or behavioural perspectives. They go a step further to explain that scholars who belong to the first school of thought are of the opinion that organizational commitment has to do with the attitude of employees towards the organizations they work for, and may include a view of commitment as the degree to which an employee identifies with and is literally involved with the organization he/she works for (DeConinck & Bachmann, 1994). Assessing the commitment of such employees thus depends on the evaluation of the extent of their belief in the organization especially with regard to their level of acceptance of the organization's values and goal as well as the exhibition of a willingness to exert effort to enable the organization achieve its objectives and to remain with the organization (DeConinck & Bachmann, 1994; Mowday et al. 1979). From a behavioural perspective however, commitment is seen as a worker's willingness to remain with an organization even though alternative employment opportunities may exist (DeConinck & Bachmann, 1994; Hunt et al. 1985). This is informed by the behaviours exhibited by the employee in relation to their consideration of the cost of leaving the current organization they work for and moving to a new organization. Such costs might include health benefits, pension eligibility, seniority entitlements and etc. (DeConinck & Bachmann, 1994). While both perspectives might look different they are actually very similar in principle as Johnson et al. (1990) highlighted that both perspectives include identifying with the objectives and values of the organization as well as a desire for continued employment with the organization.

A particular organizational commitment model which combines both the behavioural and attitudinal perspective is the prominent three-dimensional model developed by Allen & Meyer (1990). This model categorizes the types of commitment employees can exhibit to include affective, continuance and normative commitment. Employees who belong to the affective commitment category view the organizations they work for as sharing the same values that they hold dear, while those who have a continuance commitment to an organization remain with an organization because of the cost of leaving the organization and working elsewhere, and because they do not want to loose the accrued benefits or rights they have built up with the organization (Fu et al. 2009). Allen & Meyer, (1990) also describe normative commitment to be a type of commitment exhibited by employees who feel that for one reason or another, they have a moral obligation to remain with their current employees (Fu et al. 2009). From a hypothetic perspective, extant literature observed that marketers who exhibit an affective level of commitment to an organization often choose to remain with that organization, because they see the values and objectives of the organization to be similar or identical to theirs (Beck & Wilson, 2000); their tendency to remain with the organization can be seen as some reflection of some degree of satisfaction with the organization. Fu et al. (2009) observed that such employees were also likely to put in more effort to help the organization achieve its goals which are viewed by those employees to be

linked to or identical to theirs.

On the other hand, while employees who exhibit continuance levels of commitment may not share the same values with the organization, they will remain with the organization if the cost of switching to an alternative employment is higher than the benefits thereof (Beck & Wilson, 2000). Although when presented with alternatives they deem better than their current employment, employees who exhibit continuance commitment will leave their current employment Meyer et al. (1990), note that investments made in the organization over the years, especially those investments that provide the benefit of accrued entitlements, coupled with the existence of poor employment opportunities -not better than their current employment, force employees to continue working for the organization and also forces them to commit to the organization only because they need to. In other words, it is safe to assume that if an employee does not share the values or objectives of an organization, and still continues to work for that organization, the employee may be doing so because he/she needs to and will exhibit effort and commitment not because he/she is satisfied, but because he/she needs to maintain his or performance to either keep the present employment or maintain the accruing benefits based on already invested efforts made to the organization (Meyer et al. 1990). Such an employee can thus be expected to at the least meet his/her performance targets.

Finally, like the continuance commitment level, employees who exhibit the normative commitment levels may not necessarily remain with the organization because they feel satisfied, but because they feel a duty or obligation to do so. In other words, they stay with an organization because they believe it is the right thing to do, or it is what they should so (Allen & Meyer, 1990). Thus, because such employees are committed to doing the right or proper thing, and feel such an obligation or sense of duty towards the organization, it would appropriate then to assume that they would at the very least do their best to exhibit if not high, then average levels of target achievement (Allen & Meyer, 1990).

Although extant literature contains a wealth of information and insights regarding the relationship between organizational commitment on the performance of marketers drawn from other contexts, geographic concentrations and most especially with developed independent nations accounting for over half of all extant literature. There has however been no research work dedicated to studying this important phenomenon taking partially recognized countries- entities with distinctively unique and peculiar economic realities which basically depends on the economy of a benefactor nation or nations. It is the intention of this study to contribute to filling this gap in literature by examining the phenomenon within the banking sector of Northern Cyprus- a partially recognized nation economically dependent on Turkey it's benefactor nation.

Adopting Allen & Meyer's (1990) model, this research work set out to understand the relationship between the organizational commitment of marketers in North Cyprus' banks and their performance by focusing on the most prominent commitment categories exhibited by most of the marketers under study and the degree with which they achieved their periodic targets.

METHODOLOGY:

In a bid to comprehend the organizational commitment of marketers within North Cyprus banking industry and how the observed commitment types and patterns impact the performance of marketers, this study sought to test the implied literature-derived hypothesis in the previous sections by analyzing data obtained from a seven-point, thirty three item Likert questionnaire instrument. The instrument was administered to sixteen marketers pooled from three domestic banks in North Cyprus. Data retrieved was made to undergo response frequency analysis to deduce the over all organizational commitment of the respondents and make a connection with regard to their perceived performance levels, measured via perceived target achievements. In the next section, detailed explanation of the research findings are presented.

FINDINGS:

Data retrieved from the responses provided by the respondents to the analytic instrument was subjected to a descriptive analytic process using the Statistical Package for Social Sciences (SPSS). A

concise summary of the observations made from these responses are tabled in table 1 below:

Table 1: A summary of the responses retrieved from participants.

No.	Questionnaire Statements	Majority Response in Cumulative %
	Affective Commitment	
1.	My personal goals are in line with the goals of the organization	81.3% agreement (12.5% St.A; 6.3% A; 62.5% Sl.A)
2.	My personal values are in line with the core values of the organization	56.3% agreement (6.3% St.A; 6.3% A; 43.8% Sl.A)
3.	This bank is my ideal type of bank to work for	62.5% agreement (12.5% St.A; 25% A; 25% Sl.A)
4.	In this bank, a marketer's goals are made very clear	100% agreement (75% St.A; 18.8% A; 6.3% Sl.A)
5.	In this bank, my role in achieving the marketing goal is made very clear	100% agreement (75% St.A; 25% A)
6.	The bank makes me feel my role is important	87.5% agreement (18.8% St.A; 31.3% A; 37.5% Sl.A)
7.	I work here because I want to	75% agreement (31.3% St.A; 43.8% A)
	Continuance Commitment	
8.	It is more economically beneficial to work here	62.5% agreement (31.3% St.A; 6.3% A; 25% Sl.A)
9.	I still work here because the work load in other banks is more than it is here	75% not sure *
10.	I still work here because I have limited options	81.3% agreement (25% St.A; 31.3% A; 25% Sl.A)
11.	If I am presented with better job offers I would stop working here	87.5% agreement (50% St.A; 12.5% A; 25% Sl.A)
12.	I invested a lot here and if I leave, I will loose my entitlements	50.1% disagreement* (31.3% St.D; 12.5% D; 6.3% Sl.D)
13.	I will continue to work here as long as the benefits are favorable	93.8% agreement (62.5% St.A; 31.3% A)
14.	**I** work in this bank because I need to	100% agreement (87.5% St.A; 12.5% A)
	Normative Commitment	
15.	I feel it is my duty to continue working in this bank	93.8% agreement (31.3% St.A; 37.5% A; 25% A)
16.	I feel I have a moral obligation towards this bank	50.1% disagreement * (43.8 St.D; 6.3% D)
17.	This bank has contributed to my career development and I feel loyal to it	62.5% agreement (12.5% St.A; 18.8% A; 31.3% Sl.A)
18.	I work here because it is the proper thing to do	56.3% agreement (12.5% St.A; 25% A; 18.8% Sl.A)
Source of Questionnaire Statements (Allen & Meyer, 1990) ***Note: St.A: *strongly agree*; A: *agree*; Sl.A: *slightly agree*; St.D: *strongly disagree*; D: *disagree***		

The summary contained in the table above presents the response of the respondents based on Allen & Meyer's (1990) three-dimensional model of organizational commitment. This section will elaborate more on the responses according to the three relevant categories.

Presence of Affective Commitment among Marketers in North Cyprus' Banks:

The table above reveals that a majority of the respondents exhibited a very high level of affective commitment, as out of the seven representative statements designed to establish the presence of affective commitment among the respondents, a majority (an average of 80%) of all respondents agreed with the statements. In particular, over 80% of the respondents agreed to some extent that their personal goals were in line with their bank's goals, while over 56% agreed that their values were identical to those of the banks they work for. 100% agreed that the role of marketers are made very clear in North Cyprus' banks, and 75% of the respondents were of the opinion that they work at their current jobs because they want to. Findings on the existence of this particular level of commitment indicates that a majority of marketers were positively predisposed to the banks they work for, thus it can be concluded that a majority of marketer's in North Cyprus are satisfied with their jobs according to (Beck & Wilson, 2000) and put the effort to help their banks succeed by achieving their targets maximally (Fu et al., 2009).

Presence of Continuance Commitment Among Marketers in North Cyprus' Banks:

Again observing the summary of responses obtained in table 1 above, it can be seen that on the average, slightly more than half (about 60%) of the respondents provided responses that affirmed the presence of continuance commitment. In particular, 81.3% indicated that they worked at their current jobs because they have limited options, while 87.5% noted that if they are presented with better job offers, they would stop working at their current jobs. Perhaps the most convincing evidence of the presence of continuance commitment among the respondents is their response to statement 14, in which 100% indicated that they work at their current jobs because they need to. However, it is important to reiterate that on the average slightly over half of the respondents (60%) agreed to statements indicating a presence of continuance commitment. However, the above average presence of continuance commitment thus means that slightly more than half of the respondents are expected to at the least meet their performance targets (Allen & Meyer, 1990) so that they can maintain the benefits upon which their continuance commitment depends.

Presence of Normative Commitment Among Marketers in North Cyprus' Banks:

Finally, a not so high normative commitment level was observed from the responses of the participants. In this case, on the average, about 53% of the respondents affirmed statements which sought to confirm the presence of normative commitment. This is even more so as only 50% of the respondents felt that they work at their current jobs because they felt a moral obligation to do so, while 56.3% indicated that they work at their current job because it is the right thing to do. Correlating with findings from extant literature (Allen & Meyer, 1990) it can thus be expected that about half of the respondents may not necessarily be satisfied, but at the least would meet their performance targets.

In summary, on the average, about 80% of the respondents exhibited affective commitment to their organizations, while on the average, about 60% and 53% exhibited continuance commitment respectively. It can thus be expected from a hypothetic point of view that with regard to performance (target achievements) the respondents would at the least meet their targets and at the most, over achieve their periodic targets.

Marketers' Perception of Performance Levels Recorded :

The discussion in the previous section indicates that owing to the exhibited commitment categories exhibited by the respondents, performance targets are expected to be achieved or overachieved, but not under-achieved. Evidence recorded from the response of the participants with regard to their perceptions on the rate at which they attained their short-term (1year) performance objective, shows that the literature based expectations were not met as indicated in table 2 below.

Table 2: Response obtained on the short-term performance of the respondents

The average rate with which I achieved my performance targets last year is					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	30-49%	3	18.8	18.8	18.8
	50-69%	4	25.0	25.0	43.8
	70-89%	2	12.5	12.5	56.3
	90-99%	3	18.8	18.8	75.0
	100% & Above	4	25.0	25.0	100.0
	Total	**16**	**100.0**	**100.0**	

Owing to the fact that we expect the respondents to have at the least achieved their performance targets (100%) or over achieved their performance targets (above 100%), the observed findings appears not to have met this expectation. This is because the table above shows that only 25% of all of the respondents achieved 100% and above of their performance targets combined. This leaves 75% of the respondents under-achieving their performance targets. In summary, it can be deduced that a majority of the respondents were of the opinion that their short-term performance levels were under-achieved, and this finding contradicts the position of extant literature (Allen & Meyer, 1990).

Table 3: Response obtained on the medium to long-term performance of the respondents

The average rate at which I achieved my performance targets in the past three years is					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	30-49%	3	18.8	18.8	18.8
	50-69%	4	25.0	25.0	43.8
	70-89%	6	37.5	37.5	81.3
	90-99%	3	18.8	18.8	100.0
	Total	**16**	**100.0**	**100.0**	

With regard to medium and long-term performance, findings revealed that none of the respondents achieved (100%) or over-achieved (over 100%) their performance targets. This again, leaves about 100% of the respondents under-achieving their performance targets. Also, this findings once again contradicts the position of extant literature which says that if affective, continuance and normative commitment is exhibited, the marketers are at the least expected to achieve their performance targets and at the most expected to over-achieve their performance targets, but not under-achieve them.

CONCLUSION:

This paper set out to understand level of organizational commitment exhibited by marketers in the banking sector of North Cyprus. Relying on Allen & Meyer's (1990) organizational commitment model, the study discovered that all three commitment components of the model were exhibited by the respondents with a majority of the respondents (about 80%) exhibiting affective commitment to their organizations, while a slight majority (about 60%) exhibited continuance commitment and a negligible majority (about 53%) exhibiting normative commitment to their organizations. As consistent with extant literature we expected to observe target achievement levels of 100% and above. However, the majority of the respondents (75%) under-achieved their short-term performance targets, recording achievement levels of below 100%; while only 25% of the respondents achieved or over achieved their short-term performance targets (100% and above). Veering further away from expected performance levels, all of the respondents under-achieved their long-term performance targets, recording achievement levels of less than 100%. These findings are a sharp deviation from the postulations and evidence in extant literature. Indeed the high combined organizational commitment levels (affective, continuance and normative) observed among the respondents and the low performance levels recorded

may be related to the psychological dynamics of the unique work and labour environment of North Cyprus. It can be argued that the limited economic sectors within this partially recognized countries limits the availability of professional jobs, and also the small nature of the island geographically and population-wise invariably implies that where available professional jobs in a particular economic sector such as the banking sector may be few in number. All of these points to the fact that securing a professional job in such an industry is challenging, and when marketers do secure a job at the banks, they invariably have a high tendency to exhibit some degree of commitment to their jobs whether it be affective, continuance or normative commitment. However, this high degree of commitment to their jobs exhibited, may not translate to high target achievement, as this depends on other economic and environmental factors beyond the control of even the most committed marketer. It is thus our recommendation that further studies be carried out to understand the effect of environmental conditions in partially recognized countries on the performance levels of marketers especially in the banking sectors of partially recognized countries.

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PREPOSITION IN ARABIC AND BAHASA INDONESIA:
A COMPARATIVE STUDY

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ABSTRACT

This article is an application in learning and teaching of Arabic language. Besides, it becomes one method in strengthening our knowledge in Islam. The purposes of this article are to find out the similarities and the differences of Arabic Language and Bahasa Indonesia preposition and compare them in the descriptive, not in historical aspects. The results revealed that the preposition in classical Arabic has various kinds and meanings depend on the certain spelling contexts of the preposition. It is concluded that the specification of the proposition has many meanings or even just one meaning. This article recommended that Indonesian students would find this article as solution in learning Arabic language and as a way in translating Arabic language to Bahasa Indonesia.

Keywords: Preposition, Arabic Language, Bahasa Indonesia.

INTRODUCTION:

Experts of Arabic language divided word into three classes. They are noun, verb and letters. In this case, letter is not included as noun or verb (Abdussalam, 1977). This is also found in Alfiyah book that divided word into noun, verb and letter (Hamid, 1998). The definition of letter as cited in Lisanul Arabic dictionary is a tool relates between noun and noun or verb and verb, for instance from, to, on, etc (Nasser, 2013).

Preposition in Arabic language from position and function side, it is relates two elements in a sentence. In another word, preposition in Arabic language has function to give meaning in the sentence in order to make clear the purpose and the meaning of the sentence. Khotaba stated that the number of the errors in the use of prepositions and adverb particles were analyzed and conclusions were produced based on the nature of error (Abdullah, 2009). Therefore, without the existence of preposition in a sentence, it will not be included as a complete sentence.

In Jami' Al-Durus book, preposition in Arabic language consists of 20 letters. They are ba, min, ila, an, 'ala, fi, al-kaf, al-lam, wau al-qasam, ta al-qasam, muz, munzu, rubba, hatta, khala, 'ada, haasya, kay, mata, laa'lla (Nwesri, 2005). Nasser also stated that basically, every preposition has one primary meaning and other secondary meanings which are, in a way or another, related together on the one hand and to the primary meaning on the other (Keskes, 2005).

Functional words have important role in sentence but it will not have meaning when it is not connected to the word after the preposition. Cuyckens cited in Abdullah and Hasan that the usage of *in* in the spatial domain is demonstrated as space in an enclosure or volume, e.g. *in your bag, in the bedroom, in the area*, etc (Al-Khotaba, 2013).

Yagoub as cited in Nwesri Arabic is a Semitic language, with a morphology based on building inflected words from roots that have three, four, or sometimes five letters (Tho'imah, 1989). For example, each verb can be written in sixty-two different forms. Word-for-word translation does not find mercy in our eyes, not because they are against the law of translation (as an act of communication) but simply because two languages are never identical in their vocabulary. Arabic is an agglutinative language in which the critics are agglutinated to words. Indeed, prepositions (like ف (then)), conjunctions (like و (and)), articles (like ال (the)) and pronouns can be affixed to nouns, adjectives, particles and verbs which causes several lexical ambiguities. For example, ___ / "fahm" can be a noun (that means understanding) or a conjunction (ف/"fa"/ then) followed by the pronoun (_ ه/ "hom "/they) (Manzhur, 1997). Ideas are common to the understanding of all men but words and manners of speech are particular to different nations.

MATERIAL AND METHODS:

As stated previously that preposition in Arabic language consists of 20 letters. They are ba, min, ila, an, 'ala, fi, al-kaf, al-lam, wau al-qasam, ta al-qasam, muz, munzu, rubba, hatta, khala, 'ada, haasya, kay, mata, laa'lla, each of these letters consisted in the preferred preposition, they have two meanings; one is include as primary meaning while another one is considered as secondary meaning. If we related it to language study, it is called as connotative and denotative meaning.

This research used qualitative method and it focused on analyzing the 20 preposition in Arabic language. Besides, it is believed that it showed the difference between preposition in Arabic Language and Bahasa Indonesia.

RESULT AND DISCUSSION:

In this article, we discussed about preposition deeply to find the difference of the preposition in Arabic language and in Bahasa Indonesia and also the letters at once in various aspects. The first aspect is the structure. In this aspect, preposition is a part of sentence that builds the letters and the words structure from one word and influences the position of next word in the sentence, such as zahaba Aliyyun ila al-suqi (Ali goes *to* market), raja'a al-tullabu min al-jamiah (the student comes back *from* university), kataba al-ustazu al-darsa 'ala al-sabburati (the teacher writes the material *on* the whiteboard). The second aspect is morphology. This aspect needs word after preposition as a complement. It is due to the

meaning of the sentence will not be perfect if there is not a word after the morpheme. It is called bound morpheme. For example, we cannot say a sentence: Ali goes *to* mosque. The third aspect is writing aspect. Preposition in Arabic language sometimes separates or even continue with the word after the preposition. When the preposition in Arabic language consists of one letter, it will be connected with the word after the preposition such as marartu **bi**lmasjidi (ب), al-qalamu **li**lustazi (ل). When it is more than one letter, then it will be separated with the word after the preposition such as raj'a al-tajiru **mina** al-suqi, etc. the last aspect is semantic. It means that the meaning of preposition must be appropriate with the context of the sentence such as jalasa al-talibu ala al-kursi (the student sits *on* the chair), the preposition *ala* relates directly to the verb *jalasa*.

The meaning of the preposition Ba (ب) is hold, as shown in sentence *I hold your hand.* Another meaning of Ba (ب) is *because/of* as shown in sentence *she died of hunger.* This preposition also means *help* (*with*) as shown in the lesson is written with pen. Another preposition is *Min* (من). This means that *from*. This preposition must appear in the beginning of a sentence in Arabic language, such as the student comes out from the library. The meaning of *Ila* (إلى) is *to*. It usually appears in the end of a sentence, such as in the sentence the doctor goes *to* Jakarta. The meaning of *hatta* (حتى) is *until* such as in the sentence Ali eats fish *until* its bones. The next preposition is '*An* (عن) means *from* (distance) as shown in the sentence I travel *from* Surabaya. The preposition '*Ala* (على) means *on, above* as shown in the sentence Ali sits *on* the chairs. It means *in* as shown in the sentence, he is coming *in* the town when the people are sleeping. It also means *on* as shown in the sentence Ali sits *on* a stone. The preposition Fi (في) means *in* as shown in sentence I travel *in* the night. It also means *because* as shown in the sentence the woman enters to the hell because of hitting a cat. The preposition of Kaf (ك) means *similar* as shown is the sentence Ali *similar to* lion. It also means *in order* as shown in the sentence Remember Allah *in order* you are safe. The preposition Lam (ل) means *belong* as shown in the sentence the house *belongs to* Said. It also means *particular/ especially* that only refers to Allah. The preposition Waw (و) and ta (ت) mean *swear to (by)/ for the sake of* as shown the phrase for the sake of Allah, for the sake of the time. The preposition of Muz (مذ) and munzu (منذ) means that *since* as shown in the sentence I have not seen you *since* Thursday. The preposition rubba (رب) means *sometimes* as shown in the sentence sometimes when we have a dress in the world but in the hereafter we are naked. The prepositions khala (خلا), 'Ada (عدا), Khaasya (خاشا) mean *but (exceptional)* as shown in the sentence the trader has come *but* Khalid. The last prepositions but not least are kay (كي), mata (متى), laalla (لعلى), this prepositions are seldom used.

The functions of preposition in the Arabic language are to change the form of the word particularly the end of the word that appropriates to preposition and to relate the elements of the sentence. Meanwhile, the functions of preposition in Bahasa Indonesia are included as functional words. Preposition in Arabic language is in line with in Bahasa Indonesia such as *ke/to* (إلى), *dari/from* (من), *di/dalam/in* (في), etc.

The experts of Bahasa Indonesia divided preposition into three kinds of prepositions. The first one is the real preposition *di/ ke/ dari* (in, to, from), *as* shown in the sentences; *Siswa itu belajar di kamar* (the student studies in the classroom), *Mahasiswa pergi ke kampus* (the student goes to campus), *Mahasiswa kembali dari masjid* (the student comes back from the mosque). Plural prepositions are *to, on, in* (ke/ diatas/ di/dalam) as shown in the sentence; *Pria itu melapor ke polisi* (the man reports *to* the policeman), *Anak itu tidur didalam kamar* (the child sleeps in the room), *Guru duduk di kursi* (the teacher sits on the chair). The last preposition not included in the first and the second preposition are *setelah/ akan/ dengan* (after, will, with) as shown in the sentences; *Pria itu datang setelah saya* (the man came after me), *Siswa menulis surat dengan pulpen* (the student writes the letter with pen), *Petani akan pergi ke sawah* (the farmer will go the rice fields).

The preposition *after* showed that the time has been over and the word after it is the verb not noun. The preposition *will/ to* in the third is similar to the third and the morpheme sin (س) in Arabic language showed the future time. It is not preposition but a part of morpheme of verb particularly to future tense.

The meaning of preposition in Bahasa Indonesia consists of some meanings as shown in the sentences I go *to* campus, I walk from house *to* campus. The preposition *from* showed to begin and leave the place as shown in the sentences; I have just back from mosque. It also means *of* as shown in the sentence the ring is made of golden. The preposition *in* is used to explain the time and place, for example I walk in the day, I play football in the field.

The preposition *to* can be a change of preposition *in,* in the certain condition; such as when the sentence shows certain place or someone as shown in he respects the elder. She pleases with you. It also shows the time as in the sentence he is fasting in Ramadhan. Preposition *on* shows the height and the main characteristics as shown in the sentence he sits on the chair. The preposition *to* refers to or shows the referee of place as in he reports to policeman. The preposition *in* shows the position of the verb in the sentence as shown in *he sleeps in the room*.

The preposition which is not included as the real preposition or plural such as *as, since, while, for* .They have many meanings among other prepositions that shows the time has been done (perfect). The preposition *after* shows the time of the event has been done as shown in the thief has been captured, father has come back from office. The preposition *while* shows the event is happening as in Umar is reciting holy al-Qur'an. The preposition since shows the event will happen as in I will go back to my house, the rain will fall in Jakarta. The preposition shows the meaning as a tool in helping as in I write paper with a pen, as kinds of relations as in Usman with Ali pass the exam. The preposition for shows the purpose of the event or belonging as in the student goes to campus for studying, the pen is for your brother.

CONCLUSION:

The similarities in the preposition of Arabic language and in Bahasa Indonesia show the existence of bound morpheme means that the sentence is not perfect without the existence of the preposition in the sentence. Then, this preposition is an additional letter has meaning, the meaning is based on the sentence. From the meaning aspects, this both languages have similarities in translating the sentence as in Lam (ل) in Arabic language means *belong* is the same as in *for* in Bahasa Indonesia. Min (من) in Arabic language means *beginning* is the same as *from* in Bahasa Indonesia. Ila (إلى) in Arabic language means *toward* is the same as *to* in Bahasa Indoensia. The function aspect is the element relates word and sentence in illustrating the wide meaning of the sentence. The difference aspect shows that a part of Arabic language preposition is not the same as Bahasa Indonesia preposition as in ba (ب) sababiah (cause), in Bahasa Indonesia it is called free morpheme or caused. In the contrary, Arabic language and Bahasa Indonesia morpheme is not the same as in *after* shows that the time has passed while in Arabic language *after* refers to the event that has been passed.

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DOCUMENTATION AND NOTATION OF THE TRADITIONAL DANCES OF THE YOGADS OF ISABELA

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ABSTRACT

Traditional dances are dances that still reflect traditions, customs and religious beliefs retained in near pristine form which could offer valuable club in today's search for authentic roots of pre-Hispanic Philippines(Goquinco,1980). It is disappointing to note that from among the different dance groups/companies in the Philippines, there is but only one Yogad dance included in their repertoire which only the *Balanban.* Cognizant of this problem it is the firm belief of this researcher that a study be conducted on the Yogad unpublished dances for preservation and dissemination. This study hopes to boast the morale of the Yogad tribe so as to make them proud of their own cultural identity.

It aimed to contribute to the repertoire of dances, which have been started through the pioneering work of Mrs. Francisca R. Aquino, which provided source of materials for schools in the field of dance as well as in the allied-disciplines, which needs better understanding of our culture. The main purpose of this study was to analyze, record and notate the unpublished traditional dances of the Yogads of Isabela in order to preserve them for posterity and for instructional purpose.

The study will promote awareness to existence of the Yogad tribe: awareness of the richness of their cultural heritage through the people's ethnic/traditional dances, awareness of the necessity of preserving such dances that speak of character traits and life ways of the people. The dances could serve as a good material in promoting appreciation and love for our own cultural heritage.

Keywords: Traditional dances, yogad dances, yogad tribe, yogad folk dances, yogad ethnic dances, Isabela dances

INTRODUCTION:

The Philippines is a growing nation, ready to transcend barriers for expansion, the world has suddenly become smaller, separated people in the past have given way to what is now known as "world culture". Their principal product is tobacco, while corn is their important food supply. Fond of hunting, the Sierra Madre Mountains are their hunting grounds. They also do considerable basketwork and dwell in a structure of wood like bamboo, or in mountain cave with a thatched or bamboo roof. The men wear shirt and trousers and the women wear camisa and skirt. Yogads are fond of music and dances. Yogad is also the language used by this ethnic tribe(http://en.wikipilipinas.org/index.php?title=Yogad).

Section 14, Article XIV of the 1987 Constitution States that *"The State shall foster the preservation, enrichment and dynamic evolution of a Filipino national culture."* Section 15 provides *"The State shall conserve, promote and popularized the nations' historical and cultural heritage and resources as well as artistic creations."* Also in same Article ,Section 17 mandates *"The State shall recognize, respect and protect the rights of indigenous cultural communities to preserve and develop their cultural traditions and institutions."(Bernas,2012).*

As a major program components of the Fitness and Values revitalization program of the DepEd, SAYAWIT, has this as one of its objectives to identify, document and institutionalized the traditional songs and dances to enrich the present curricula at all levels.

Dance is one of the potent factors in the improvement, promotion, or strengthening of tradition.

Traditional dances are dances that still reflect traditions, customs and religious beliefs retained in near pristine form which could offer valuable club in today's search for authentic roots of pre-Hispanic Philippines(Goquinco,1980).

It is disappointing to note that from among the different dance groups/companies in the Philippines, there is but only one Yogad dance included in their repertoire which only the *Balanban.*

Cognizant of this problem it is the firm belief of this researcher that a study be conducted on the Yogad unpublished dances for preservation and dissemination.

This study hopes to boast the moral of the Yogad tribe so as to make them proud of their own cultural identity. It aimed to contribute to the repertoire of dances, which have been started through the pioneering work of Mrs. Francisca R. Aquino, which provided source of materials for schools in the field of dance as well as in the allied-disciplines, which needs better understanding of our culture.

The main purpose of this study was to analyze, record and notate the unpublished traditional dances of the Yogads of Isabela in order to preserve them for posterity and for instructional purpose.

More specifically, it aimed to accomplish the following:

1. To record the unpublished dances of the Yogads;
2. To trace the unpublished dances of the Yogads according to:
   a. History/Background,
   b. Nature /Classification,
   c. Costumes,
   d. Music,
   e. Specific dance movements.
3. To determine specific character traits and customs depicted in their dances.

LITERATURE:

The Yogads were at one time in the town of Diffun, Quirino. They now occupy the towns of Echague, Angadanan, Santiago City and Jones, of the province of Isabela. Yogads are a part of the Christianized Kalingas of Western Isabela. They are predominantly of the Indonesian type with slight mixture of Negrito and Chinese blood. They vary from reddish brown to dark brown in complexion, are round-headed, have straight black hair, dark brown eyes and noses of medium breadth with low regular features. Like other Filipinos, they are practically beardless. Their culture, like that of the other Christian groups of the lowland is tinctured by Spanish civilization. Although the people retain many of the primitive customs and beliefs. Formerly they practiced the kaingin system.

Father Chirino, S.J., in his *Relacion de las Islas Filipinas,* relates of the Tagalogs that they are "much given to musical practice," and although the guitar they use, called the Kudyapi, is not very ingenious or rich in tone, it is by no means disagreeable. They play with such vivacity and skill that they seem to make human voices issue from its four metallic chords. By merely playing their lips, communicate with one another and make themselves understood, a thing unknown in any other nation(Ylanan,1974).

Father Colin, also a Jesuit, describes ancient Filipinos as having "minstrels who memorized songs giving the genealogies of their deities and relating the deeds described to them. In their theatrical performances, the players danced and sang to the accompaniment of stringed instruments, the Kudyapi, the bangsi, and the Kuleleng".

Annotations by Father Pastells, S.J., add that the traditional and more popular songs were the Kundiman, the Kumintang, and Balitao, the Saloma, and the Talindao, and that songs might or might not be accompanied by a dance.

A movement to revive the old Filipino songs and dances was initiated by University of the Philippines President George Bocobo, who authorized Miss Francisca Reyes (now Mrs. Aquino) to travel the different provinces of Luzon and the Visayas for the purpose of collecting native folk song and dances. The first Filipino woman to be sent to US to specialize in Physical Education. Mrs. Aquino has made the distinct contribution in the field of Physical Education by her research studies on Philippine Folk Dance, writing them in book form to nationalize and propagate them by making these available to the teachers in the field and by training leaders for dissemination of these dances throughout the Philippines.

Factors that influence folk dances according to Aquino(1958) are:

1**. Customs and traditions**. As a people, the Filipinos, especially the women of the past, are shy, sensitive, modest slow, and reserved. These traits are found in many of our dances. In courtship dances, girls do not accept their favored suitors readily or immediately. They always say "No" while their feelings really mean "Yes". The shaking of hands in " Pandang-Pandang " is very different from the way we greet each other at present. It was the custom in the old days fr the women to offer only two fingers (the second and the third) when they shook hands.

In general, the Filipino dances, are performed with very little or no bodily contact at all. In the old days the male partners were provided with handkerchiefs to be used in case there was holding of hands in the dance. They were not allowed to touch their partners with bare hands. In almost all our dances, the partners stand apart from each other.

2. **Climatic environment**. This factor has a great influence upon the nature of the dances of any nation. We can tell very easily where certain dances came from the cold regions have vigorous, passionate, and energetic steps. They abound by skips, jumps, leaps, hops, springs, turns, and running steps. The movements are suitable to the climatic conditions.

In tropical climate dances are generally slow, langorous and energetic. Tropical countries like ours generally have slow, langorous, weird, and dreamy dances.

In the Philippines most dances belong to the slow and moderate type, although we have some fast and energetic ones like the "tinikling", the "sakuting," the "maglalatik," and the war dances of the non-christian. Speedy and vigorous dances are too strenuous and fatiguing in our climatic conditions.

3. **Economic conditions**. In places where money is easy to secure and living   conditions are good, the dances are usually gay and lively. In places where life is easy, the dances are gay and frolicsome. On the other hand, where life is hard, dances are slow, sad , and even mournful . The music and songs of different places vary in the same way(Tolentino,1958).

MATERIALS AND METHODS:

To be able to gather the data needed, the following instruments and tools were used structured Interview, Observations, Video camera Documentation, Still Camera and Recorder.

Data for this research were generally gathered mainly through resourcing observation, interviews, recording, documenting, and notation.

The actual dance research was undertaken as follows:
1. Making preliminary arrangements with the Yogads.
2. Doing field observations.
3. Interviewing the Yogads.
4. Learning the Yogad Dances.

DISCUSSION:

For both the newly discovered and the published dances of the Yogads were analyzed as regard historical background, costumes, musical instruments/ accompaniments and specific dance movements after which the summary of figures were made in order to make the clearer presentation, analysis and interpretation.

The guidelines for the analysis of specific movements that portray character traits of the Yogads   was established from several observation and interviews.

GUIDELINES USED FOR THE ANALYSIS OF SPECIFIC CHARACTER TRAITS AND CUSTOMS DEPICTED IN THEIR DANCES:

1. **FRIENDLINESS**
    a. sweet smiles of the girls
    b. shaking of hands
    c. waving of hands
2. **INDUSTRY**
    a. movements like pounding rice
    b. fishing, the use of fishing net, fish container
3. **CHEERFULNESS**
    a. clicking of the castanets
    b. striking of bamboos
    c. singing by the old people as the children well as they perform the dances
    d. clapping of the hands or snapping of fingers
    e. uttering or shouting a weird cry "yeah" together
    f. use of hop step and jump
    g. striking of the swords
4. **RELIGIOUSITY**
    a. bending of trunk and knees
    b. movement of bamboo/wood from vertical to horizontal
    c. nature of the dance which is to drive the evil spirits
    d. anointing fresh blood of pig or chicken
    e. kneeling position/trunk bent forward
    f. Holy crucifix/presence of chapel in every barrio
    g. Presence of the statue of Virgin Mary
5. **HOSPITALITY**
    a. arms in reverse "T" position with palms up
    b. serving simple snacks or lunch in case a visitor arrives
    c. arms open to second ceremonies
    d. arms doing the "*hapay*" movement
6. **LOVERS OF CELEBRATION**
    a. observing wedding ceremonies strictly, baptism, and marriage are very important ceremonies
    b. observing fiesta every year
7. **LOVERS OF PEACE**
    a. absence of fighting movement
8. **CONTENMENT**
    a. close step, change step, touch step, walking step

   b. slow turning

   c. tempo

9. FAMILY SOLIDARITY

   a. *kumintang* inward

   b. arms in reverse "T" position, with *kumintang* inward and palms open

   c. wedding dance, arms in reverse "T" position

   d. bamboos used in the dance tied together in one post

   e. hands joining together

   f. partner following each other

   g. plates, groom collects money and gives it to the bride sitting on the high knee

10. CLOSE FAMILY TIES

   a. married couple lives in the family of their parents

   b. relatives are present in the match making-occasion as courtship arrangements before the wedding plans

   c. at the age of four, Yogad boys and girls are trained by their parents and grand fathers on how to handle the swords the knife for self-defense and to keep them prepared in case of emergency, such a tribal war between their groups and other tribal groups.

11. RESPECT FOR ELDERS

   a. a parental consent is always secured by the children before accepting the invitation or request to dance

   b. children are taught to kiss the hands of their parents and other kin or made to do the what they call "bless"

   c. bowing, children have to ask permission from their parents before performing a dance and respect the decisions of parents

12. BELIEF IN SUPERNATURAL BEINGS

   a. a "*magimmon*" or the old woman or man known to possess a supernatural powers/knowledge perform certain rituals. When an individual us seriously ill the natives believed that the sic person was possessed by evil or bad spirits. With the ritual offerings anf prayers of the "*magimmon*" the sick is healed. If however, this person dies it means that the evil spirits is very strong or the healing of the "*magimmon*" is weak.

   b. The Yogads believed in so many gods and goddesses to ask for favors. They believed that "*serena*" or mermaids inhabit the deep rivers.

13. COURTSHIP AND MARRIAGE

   a. parents of the groom give to the parents of the bride a dowry or "dote" in the form of cash, working animals, jewelry, hectares of lands, house and other goods.

   b. A one day celebration performing *daggat* dance before the wedding day by the members of the family.

14. BAYANIHAN

   a. the Yogads have an equivalent term of "*bayanihan*" which is "*avuyog*" is shown or demonstrated by the working together of the village during planting of rice and corn, and transferring of the house to the other place or even during the wedding of their sons and daughters. The one who requested the "*avuyog*" is responsible in shouldering the foods to be served to the workers.

   b. being a hero by giving assistance to strangers and community folks without waiting for any return or compensations.

15. RESPECT FOR AUTHORITY

   a. allowing to deliver a speech by the highest official of the town or barrio during special occasions

   b. quadrille formation, the *cabeceras* doing the movement first before the *costados*.

16. NOVELTY

   a. plain walking step, passing of plates with food from one woman to another during wedding luncheon

   b. no required musical accompaniments to some of their dances.

   c. left or right arm bent in front at chest level.

    d. hand movement in sway balance

17. SIMPLICITY

    a. costumes used which is ordinary and inexpensive
    b. used of inexpensive props like bamboos, castanet, mortars, pestles, use of newspaper, plates, stool, music or sound of any kitchen utensils.

The dances were recorded and to include the following; the title, dance culture, the place of origin, ethno-linguistic group and classification, the costumes and the props, the music, the musical instruments used and the instruction of the dance which includes the figures with respective dance steps and movements, counts and number of measures.

RESULTS:

These newly researched dances which have been found to portray the customs and traditions of the Yogads were recorded and notated as follows:

UNPUBLISHED DANCES OF THE AUTHOR:

1. Baile de Payaqueña
2. Baile de Rigodon
3. Baile de Serena
4. Daggat
5. Gala-Gala
6. Tabayag
7. Baile de Bakal
8. Gozos

PUBLISHED YOGAD DANCES

1. Balanban
2. Jota Echagueña
3. La Jota Yogad

AN ANALYSIS OF THE ABOVE FOLK DANCES HAS BEEN BASED ON THE FOLLOWING:

1. Historical Background
2. Nature/Classification
3. Costumes
4. Musical Instruments

ON SPECIFIC CHARACTER TRAITS AND CUSTOMS DEPICTED ON THE YOGAD DANCES:

BAILE PAYAQUEÑA:

Lovers of celebration are depicted in the nature of the dance. The absence of fighting movements represents their Love for peace. Hospitality is indicated when the arms are in reverse "T" position, arms open to second and arms doing the hapay hand movement. The clapping of the ands reflects cheerfulness. Friendliness is exhibited in the shaking of hands.
Contentment is demonstrated by the close step, and the tempo found in the dance. Religiosity is depicted when the performers bend their trunk at the dance. The manifestations of family solidarity are the kumintang inward, hands joining together, cross arms and close ballroom position. Bayanihan as a custom and industry are depicted in the nature of the dance.

BAILE DE RIGODON:

The nature of the dance depicts *love for celebration* and *love for peace*. *Friendliness* is depicted in the shaking of hands and sweet smile of the girl. *Family solidarity* is manifested in the *kumintang*

inward, hands joining together, partner following the partner, crossover and star R and L. *Respect for elders* is seen in bowing. *Respect for authority* is demonstrated in the quadrille formation by the formation like *cabecera* doing the movement first then the *costados*. *Novelty* is depicted in the plain walking steps. *Hospitality* is shown in the arms in *reverse "T" position*. *Contentment* is depicted in the tempo of the dance.

BAILE DE SERENA:

Belief in supernatural being and *industry* are depicted on the nature of the dance. The nature of the dance depicts their *love for celebration*. *Simplicity* is shown by the mortars and raft or *gaket*. *Family solidarity* is demonstrated by the used of the movement of the hands, which is *masiwak* and *kumintang* inward. The informants explained that *masiwak* and *kumintang* would mean gathering of the children together to live under one roof. The unmarried as well as the married live together. The fisherman bending his knees slightly symbolized *respect for elder*. *Novelty* is depicted in the "*magimmon*" steps. *Industry* is shown in the used of the fishnet and fish container or "alat". *Religiosity* is demonstrated on the act of anointing fresh blood of animals like pig or chicken on the forehead of the sick and on the raft or "*gaket*". Shouting or making loud noise a weird cry "yeah", jumping step, hop step by the sick person while dancing indicate *cheerfulness*. *Hospitality* is express when the arms are in the reverse "T" position with open palms up meaning that the Yogad are ever ready to help any visitors. *Contentment* is reflected by the dance steps which are change step and close step. The L or R arms forward at foreheads level with R (L) are behind the body in "*magimmon step*" shows the courage that the sick person should try to admit the wrong doings so he could get well.

BALANBAN:

The nature of the dance depicts their *love for celebration*. *Family solidarity and hospitality* are depicted by the used of arms in reverse "T" position. *Novelty* is demonstrated on the L or R arm bending in front at chest level or shoulder level and on the basic hand movement. The *snapping* of the fingers as the performers dance manifests *cheerfulness*. The bending of the knees and the kneeling position in their dance depict religiosity and *respect for elders*. *Simplicity* is depicted on the costumer used. Sitting on the knee of boy by the girl demonstrates *family solidarity*.

DAGGAT:

The researcher was able to gather the same interpretation of the movement features and props used in the dance by all the informants who were interviewed in this study. The manifestation of *family solidarity* are arms in reverse "T' position, bamboos used in the dance tied together in one of the posts of the hall, and the holding in ballroom position. Clapping and striking the bamboos together, shouting a weird cry "yeah", jumping and hopping demonstrate *cheerfulness* while the used of walking steps indicate *contentment*. *Friendliness* is depicted in the shaking of hands and sweet smiles. Daggat is a dance of wedding. The nature of the dance shows their *love for peace and love for celebration*. The mortars, pestles and the used of newspapers and the costumes that are very inexpensive reflect *simplicity*. *Novelty* is demonstrated in the plain walking steps and another is that there is no required music for the dance. *Industry* is reflected on the movements like pounding rice.

GALA-GALA:

The nature of the dance depicts their *love for celebration and love for peace*. The manifestations of *family solidarity* are the plate solace on each side of the bride and the groom; the act of putting money and girls by the bride and groom, relatives and friends on the plates and the close ballroom position. The used of the close step indicates *contentment*. *Simplicity* is reflected by the plates used as props in the dance. *Novelty* is depicted on their favorite music because this is used as their plates with special piece number during the dance. It is demonstrated also the passing of plates with food from one woman

to another in a wedding lunch. The pinning and inserting of paper bills on their wedding dress demonstrate the Yogad customs of marriage. *Respect for authority* is shown on the delivery of the speech by the highest official of the town or Barangay. The customs of these that is close family ties is demonstrated whether relatives are present in the match making occasions as a courtship arrangement before the wedding plans and after the wedding the newly wedded couple stayed in the family of their parents. *Respect for elders* is shown when the children always secure a parental consent before accepting the invitation or request to dance and respecting the decision of parents. Children are also taught to kiss the hands of their godparent, parents, and relatives or made to do what is commonly called "bless". Another customs by the Yogads is on marriage and courtship wherein the parent of the groom gives to the parents of the bride a dowry or "dote" in the form of cash, working animals, jewelries. hectares of lands, house and other goods.

JOTA ECHAGUEÑA:

The nature of the dance shows their *love for celebration and love for peace.* The holding of the dance shows their love in ballroom dance position symbolized *family solidarity*. Also when the groom collects money and gives it to the bride and the use of the plates depicts the family solidarity. *Contentment* is depicted by the tempo of the dance. The courtship and marriage practice of giving "dote" or dowry is manifested in the dance.
Respect for elders is demonstrated in the kissing of the hands, in bowing or when they are made to do the what is commonly called "bless" or as a sign of respect to the elders.

LA JOTA YOGAD:

The nature of the dance depicts *love for celebrations and love for peace*. The slow turning found in the dance, the tempo represented *contentment. Family solidarity* is reflected on the movements at the dancer following partner. *Novelty* is demonstrated on the sway balance with a raise and R and is bent forward at shoulder level, left hand on waist.

TABAYAG:

The nature of the dance depicts *love for celebration and love for peace*. The use of stool, plats, forks, spoons, and basing as their musical accompaniments and their dress/costumes reflect *simplicity*. The *beliefs in supernatural beings* is depicted in the dance by driving evil spirits that might hinder the growth of the child and the breaking of the saucer before the dance start and closed fist don at sides, the showering of liquor on the dance hall and flinging of both hands upward demonstrate the holding of coins to be placed or put on the plat would bring good luck and prosperity to the child while the directions of the sponsors and relatives is moving clockwise and counter clockwise reflect that the relationship between the parents and the godparents is co-parenthood. Their walking steps demonstrate *novelty*. *Contentment* is depicted on the shouting of "yeah" a weird cry. The sponsors and relatives in the plates manifest family solidarity on the act of putting money and gifts.

BAILE DE BAKAL:

The striking of the sword signifies *cheerfulness*. The classification of the dance would mean that the people are very religious in the sense that this dance is staged during the Feast of Sta Maria. The nature of the dance depicts *love for celebration. Contentment* is manifested in the steps of the dance. *Family solidarity* is seen in the *caracol f*ormation. *Courtship* is also being observed in the dance between the Moro Prince and the Christian Prince who are in love in one princess that lead into their battle. *Respect for Authority* is also demonstrated in the dance by accepting the orders of the king or *Rey or queen or Reyna*.

GOZOS:

Religiosity is observed through the procession with devotees holding the image of Patroness Saint.

Cheerfulness is manifested in the clicking of the castanets. The nature of the dance signifies that the people are said to be *lovers of celebration* because the barrio is celebrating fiesta twice in a year. Contentment is manifested through the formation called "*caracol*".*Family solidarity* is demonstrated through the Circle formation in the dance. *Simplicity* is also observed through the white costumes used by the dancers.

RESULTS:

The following Yogad dances which portrayed their character traits and customs were recorded and notated:

YOGAD TRADITIONAL DANCES	PUBLISHED	UNPUBLISHED
1. BAILE PAYAQUEÑA		X
2. BAILE DE SERENA		X
3. BAILE DE RIGODON		X
4. BALAMBAN	X	
5. DAGGAT		X
6. GALA-GALA		X
7. JOTA ECHAGUEÑA	X	
8. LA JOTA YOGAD	X	
9. TABAYAG		X
10. BAILE DE BAKAL		X
11. GOZOS		X
	3	**8**

The subjects used were the Yogads, who are residing in the town of Isabela Province and their traditional dances composed of six newly researched dances and three previously published by Mrs. Francisca Reyes Aquino and the folk dance Workshop for Teachers File and a dance research by Eufracio Gumpal.
The above-mentioned traditional dances were found to be authentic as revealed by the historical background, origin, costumes, musical accompaniments/instruments and specific dance movements.
The data gathering procedures employed are (1) resourcing, (2) observation, (3) interview, (4) recording and documentation, (5) notation
The research instruments were questionnaire and ten guidelines for the analysis of specific character traits and customs depicted in their dances.\
Equipment used for the dances research were camera, tape recorder with a blank tapes, music notebook, video camera, pen, pencils.

ON SPECIFIC CHARACTER TRAITS CUSTOMS:

All the eight newly research dances and the three published dances depicted the following specific character traits and customs .
There are five general categories of customs observed in the dances analyzed.
These are as follows:
1. Pre-wedding rites
   a. *Tubad* (marriage proposal)
   b. *Atatwa* (dialogue of grooms parents and brides parents)
   c. *Landay* (final arrangement of the wedding problems like what will be the "dote"? How many cows, pigs, carabaos to be slotered?
   d. *Daggat* (pre-wedding ceremony)
2. *Boda* (wedding proper)
   a. *Mangalawik* (bride handed to groom)

b. Procession (bride's house to place of wedding celebration)

c. *Gala* (gift-giving of money, pining of paper bills or showering the couple with cons or a wrapped gifts)

d. Special piece for the bride and groom (bride and groom's first dance together as husband and wife with their theme/special song)

e. *Palannak* (selling of home made commodities/cigar, liquor of any kind to augment the gala)

f. *Dallut* (selling of homemade commodities cigars, liquor or any to augment the gala)

3. *Avuyog* (cooperation)
4. *Tabayag/Pacristiano* (baptism)
5. *Atang* (driving the evil spirits), (Gumpal,1976).

SPECIFIC CHARACTER TRAITS AND CUSTOMS	YOGAD DANCES										
	BAILE PAYAQUEÑA	BAILE DE RIGODON	BAILLE DE SERENA	BALAMBAN	DAGGAT	GALA-GALA	LA JOTA ECHAGUENA	LA JOTA YOGAD	TABAYAG	BAILE DE BAKAL	GOZOS
1. FRIENDLINESS	√				√						
2. INDUSTRY	√		√		√						
3. CHEERFULNESS	√		√	√						√	
4. RELIGIOSITY	√		√	√	√				√	√	√
5. HOSPITALITY	√	√	√	√	√						
6. LOVERS OF CELEBRATION	√	√	√	√	√	√	√	√	√	√	√
7. LOVERS OF PEACE	√	√			√	√	√	√	√		
8. CONTENTMENT	√	√	√		√	√	√	√	√	√	√
9. FAMILY SOLIDARITY	√	√	√	√	√	√	√	√	√	√	√
10. CLOSE FAMILY TIES						√					√
11. RESPECT FOR ELDERS		√				√	√				
12. BELIEVE IN SUPERNATURAL BEINGS											
13. COURTSHIP AND MARRIAGE						√				√	
14. BAYANIHAN	√										
15. RESPECT FOR AUTHORITY		√				√		√	√	√	
16. NOVELTY		√	√	√	√	√					
17. SIMPLICITY		√	√	√	√						

CHART
SPECIFIC CHARACTER TRAITS AND CUSTOMS DEPICTED IN THE YOGAD DANCES

EDUCATIONAL IMPLICATIONS:

This study will foster nationalism and patriotism, promote appreciation for one's own native dances, inculcate love for one's cultural heritage, resolved tribal differences through understanding each other's life ways and folkways and develop awareness for the need to preserve and disseminate traditional dances. Emphasis should be given to the importance of executing effort in learning the characteristics body movements of the dances of Yogad tribe in order to give justice to their identity.

The study will promote awareness to existence of the Yogad tribe: awareness of the richness of their cultural heritage through the people's ethnic/traditional dances, awareness of the necessity of

preserving such dances that speak of character traits and life ways of the people. The dances could serve as a good material in promoting appreciation and love for our own native dances. Dance directors, choreographer and teachers would be guided according in their presentation of the Yogad tribe through the repertoire of the dance a giving respect to the uniqueness of specific character traits peculiar only to this particular tribe. The dances would also add to the collected literature on the Philippine folk dances.

CONCLUSIONS:

Based on the aforementioned findings the hereunder conclusions are arrived at:

1. The eight newly researched dances of the Yogads of Isabela can be classified as – Occupational, ritual, religious, imitative, wedding, baptismal, festival and courtship dances.
2. The historical background of the dances are found to be interesting and in the interpretation of the dances specific body movements.
3. The Yogad dances used different costumes.
4. The Yogad traditional dances are indeed, rich in character traits and customs, which contributed to cultural identity of this people as an ethics group.
5. The dances can be a good material to educate the Filipino people on unity, understanding of each other's uniqueness as a tribe, love for one's own native cultural heritage, and love for country.

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FACTORS THAT AFFECT MATHEMATICS ACHIEVEMENTS OF STUDENTS OF PHILIPPINE NORMAL UNIVERSITY – ISABELA CAMPUS

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ABSTRACT

The study aimed to identify the factors that affect the achievements of students in Mathematics and to determine the relationship between the students' achievements and individual, instructional, classroom management and evaluation factors. The 239 Bachelor of Elementary Education (BEEd) students were the subjects of the study. The descriptive-correlational design was used. Data were subjected to statistical analyses using t-test, Pearson r and multiple regression. Findings reveal that 1) achievements of students in Math Courses (Fundamental Mathematics and Contemporary Mathematics) is poor; 2)students perform low in both subjects; 3) mathematics achievements are highly correlated to individual and instructional factors and moderately correlated to classroom management and evaluation factors; 4) individual factor and instructional factor greatly affect achievements in fundamental math; 6) instructional factor is the number one predictor of achievement in contemporary math; 7) instructional factor is the factor that affects most the achievements of students in Mathematics.

Keywords: Mathematics achievement, instruction, classroom management, evaluation, teaching effectiveness

INTRODUCTION:

Mathematics is considered the mother of all learning in both arts and sciences. It is essential in almost every field: measurement in fashion, angles in sports, technology and economics. This perspective on Mathematics has gained more attention with the rapid advances of information and communication. Mathematics is not just computation but a tool for understanding structures, relationships and patterns to produce solutions for complex real life problems. Mathematics is a necessity for people of all ages to be successful in life.

Despite the usefulness of mathematics in daily life, there are factors that adversely affect the students' ability to understand and apply mathematics concepts.

Leongson (2003) reveals that Pilipino students excel in knowledge acquisition but fare considerably low in lessons requiring higher order thinking skills. This disappointing condition is evident in the performance of students in national and international surveys on mathematics and science competencies. Performance of pre-service teachers and mathematics teachers in the Professional Board Examination reveals the same picture of poor competencies (Philippine Daily Inquirer,1986; Ibe,1995).

The Third International Mathematical Science Study (TIMMS,2000) examined patterns of students achievement in mathematics and found out that the school effectiveness and teachers competency impact learning and promote higher level of achievements (http://www.research.acer.edu.au.cgi.viewcontent.cgi). The quality of instruction and effective instructional design are necessary to alleviate problems related to teaching and learning mathematics (Dursun & Dede,2004).

College students are not exempted from the problem in learning and mastering mathematics. Tests in Mathematics reveal low performance of students of Philippine Normal University,Isabela Campus. Aware of the importance and relevance the problem in Mathematics pose, this study is conducted.

A growing body of research finding indicates that demographic, individual, instructional; classroom management and evaluation factors have an impact on the Mathematical Achievement of the students. Identifying factors that affect Mathematics Achievement is important to effectively educate students.

CONCEPTUAL FRAMEWORK:

The potential of formal operational thought according to Piaget's theory of cognitive development (Piaget,1932 in Leongson,2003) develop during the middle school years. According to the theory, these potentials can be actualized by ages 14, 15 or 16 years, if proper learning experiences are encountered by the individual. These experiences consist of both the individual and social aspects of learning. As the students attain formal operational thought, they are able to apply mental operations not only to concrete objects, but to objects, situations, ideas and concepts that are not directly perceived. Apparently, learning mathematics involved operational thought. The research of Piaget shows that individuals are formal operational thinkers by ages 15 or 16, the usual ages of college freshmen in the Philippines.

Recent studies in mathematics achievement highlight the importance of the classroom, teacher and school as factors affecting performance in the subject. Most the differences in student achievement in the United States and Australia were due to compositional and organizational factors,not so much on teacher factor (Macber,2000)

Hill and Rowe (1998) affirmed that teachers have major effect on student achievement. Teachers quality contributes a lot in the effectiveness of the school, hence quality instruction produces high achievement.

Demographic factors such as gender, parents' educational attainment and socio-economic status are also found to be factors in students achievement. But in the study of Campbell (1995; Gray,1996; Kimbell,1998; Beaton,1995; Mullis, 1997) gender does not in any way affect achievement in mathematics.

Parents' educational attainment was found to be a significant factor in achievement of students in mathematics (Coleman, 2006; Campbell, 1995; Mangaliman, 2004). Parents with higher level of education could be role models for their children to perform well in mathematics. Parents with higher

income could provide more instructional resources to their children which eventually help them improve grades in mathematics. Hence, students from different economic strata manifest different attitudes and performance in mathematics.

Curriculum, instructional strategies, math teacher competency , school context, and facilities are other significant factors in teaching and learning mathematics. The mathematics curriculum contains specific subject matter and instructional design principles to enable students to develop logical and mathematical skills needed to understand fundamental mathematical concepts. Designing an instruction based on a curriculum that is in harmony with instructional design can scaffold students learning and promote their achievement in mathematics. . Instructional strategies and methods are important for the achievement of the students. Learning situations ought to be selected and implemented in a way that allows students to apply higher order of operations (Lobatan, 2003; Ball,1993; Grossman,1998). School safety and facilities, temperature of the class, features of the school buildings and crowdedness of school were also reported to influence the achievement of students. These results point out that attention should be given to school context and facilities to improve the math achievement of students (http://www.itdl.org/Journal/december09).

Consequently, mathematics teachers expect college students to perform at the formal level. So, the curricula and syllabi for mathematics are designed with the goal engaging students in formal level learning activities (Tan,OonSeng, 2000; www.cimt.playmouth.ac.uk/journal/limjap.pdf).

| Mathematics Achievement in *Fundamental Mathematics *Contemporary Mathematics | → | Factors that Affect Mathematics Achievement *Individual Factors * Instructional Factors *Classroom Management Factors *Evaluation Factors | → | Relationship between Math Achievement and Factors that Affect Mathematics Achievement |
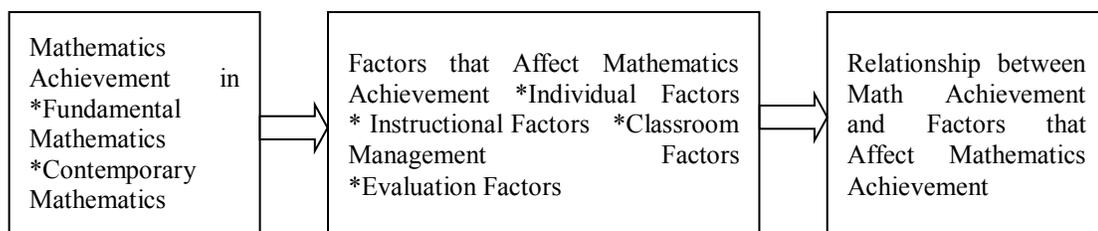
Figure 1. Conceptual Paradigm of the Study

STATEMENT OF THE PROBLEM:

This study attempted to determine the mathematics achievement of college students in fundamental mathematics and contemporary mathematics and the factors that affect their achievement.

The study specifically sought to answer the following questions:

What is the mathematics achievement of the respondents in the Fundamental Mathematics and Contemporary Mathematics?

Is there a significant difference between the performance of respondents in Fundamental Mathematics and Contemporary Mathematics?

What are the factors that affect mathematics achievement of the respondents?

Is there significant relationship between and among the mathematics achievement of respondents and the factors that affect mathematics achievement?

Which of the factors greatly affect mathematics achievement of respondents in fundamental and contemporary mathematics?

HYPOTHESIS:

There is no significant difference between the performance of the respondents in fundamental and contemporary mathematics.

There is no significant relationship between and among the mathematics achievement of respondents and the perceived factors that affect the mathematics achievement.

SIGNIFICANCE OF THE STUDY:

This study may:
1. help the students become aware of the factors that affect their performance in mathematics. Knowing such factors can help them identify their strengths and weaknesses that constantly interfere their performance in mathematics. This will, in turn inspire the students to overcome their weaknesses and hence, results to a good performance of students toward Mathematics.
2. provide teachers teaching mathematics with a better understanding of, and a deeper insight into the needs and problems of their students.
3. serve as springboard for administrators to revise the mathematics curriculum that may improve mathematics instruction.
4. provide more accurate assessment of their children's ability, and information they need in order to properly address their children's academic problems.

METHODOLOGY:
RESPONDENTS OF THE STUDY:

The respondents of the study were the second, third, and fourth year BEED (Bachelor of Elementary Education) students of PNU Isabela Campus during the first semester of school year 2012-2013. A total of 239 respondents were chosen from the population using the stratified random sampling.

INSTRUMENT USED:

Report of Rating from the Registrar's Office was used to determine the final grades of students Fundamental mathematics and contemporary mathematics during the first semester of school year 2012-2013. The final grades served as the respondents' mathematics achievement.
A Rating Scale on factors that affect Mathematics Achievement of College Students was constructed by researchers. The scale consists of 34 items divided into four factors: Individual Factors, Instructional Factors, Classroom Management Factors, Evaluation Factors.   To ensure the reliability of the instruments, a try-out test was conducted to freshmen and junior BEED students of PNU. The reliability using the Cronbach alpha yielded with $r= .792$ which indicates a high reliability and adequacy of the instrument.

DATA COLLECTION PROCEDURE:

Permission to conduct the study was secured from the instructors/professors of the respondents. Upon approval, the researchers administered the instrument to the respondents during their vacant period. The test was administered from August 25-September 7, 2012.

DATA ANALYSIS:

The data gathered were analyzed using the Microsoft excel and processed using the SPSS computer software. The descriptive Statistics mean, percentage, and standard deviation; the t-test to determine the difference in the achievements of respondents in the fundamental and contemporary mathematics;. the Pearson Product Moment Correlation coefficient to determine the extent of relationships of the variables and Multiple regressions.
For the qualitative description of the final grades of the respondents in Fundamental Mathematics and Contemporary Mathematics, the range below was used:

Range	Qualitative Description
79 and below	Poor
80-86	Satisfactory
87-93	Very Satisfactory
94-100	Outstanding

RESULTS AND DISCUSSIONS:

1. Mathematics Achievement of the Respondents

Table 1. Mathematics Achievement of Respondents

Respondents	Fundamental Mathematics	Description (Range)	Contemporary Mathematics	Description (Range)
Second Year	77.83	Poor	77.42	Poor
Third Year	79.15	Poor	78.47	Poor
Fourth Year	78.78	Poor	78.57	Poor
Mean	78.59	Poor	78.15	Poor

Table 1 shows the mathematics achievement of the respondents in fundamental and contemporary mathematics. The mathematics achievement in Fundamental Mathematics reveals that the second year has a mean of 77.83, third year, 79.15, and fourth year, 78.78.

In Contemporary Mathematics, data reveals that the second year got a mean of 77. 42, third year, 78.47, and fourth year, 78.57. The general mathematics achievenments of the respondents in Fundamental Mathematics is 78.59 and 78.15 in Contemporary Mathematics.

The result shows that the achievement of respondents in fundamental and contemporary mathematics is poor. The result is similar to the studies of Cardona (2009); Meria (2000) and Mangaliman (2000) where respondents show poor performance in fundamental mathematics.

2.Significant Difference between the Achievement of respondents in Fundamental
Mathematics and Contemporary Mathematics

Table 2. Computed-t value between Means in Fundamental and Contemporary Mathematics

Course	N	Df	Mean	Mean Difference	t
Fundamental Mathematics	239		78.25	0.52	1.471
Contemporary Mathematics	239	**476**	77.73		

The table shows that the achievement in fundamental mathematics of the respondents got a mean of 78.25 and a mean of 77.73 in contemporary mathematics respectively with a mean difference of 0.52. The computed t-value of 1.471 yields no significant difference. This result implies that the achievement of the respondents in fundamental mathematics and contemporary mathematics is almost similar.-poor performance This result tries to show that students achievement in fundamental mathematics is as much only as the achievement in contemporary mathematics.

The significance of no difference between the students achievement in fundamental and contemporary mathematics may be attributed to student attitude (student factor) and teaching quality (teacher factor). Teachers should know their studetns' ability, interest and attitude towards the subjects.

3.Factors that affect Mathematics Achievement of Respondents

Table 3. Factors that affect Mathematics Achievement

Factors	N	Mean	Std. Deviation	Rank
Individual Factors	239	2.804	.491	3
Instructional Factors	239	2.966	.524	1
Classroom Management Factors	239	2.800	.505	4
Evaluation Factors	239			
Valid N (list wise)	239	2.935	.547	2

Table 3 shows the factors that affect mathematics achievement of the respondents. Data shows instructional factor affects achievement the most; followed by evaluation factors; then individual

factors, and finally, classroom management factor. The standard deviation showsthat the grades of the respondents are homogeneous. The result confirms the studies of Warren and Roseberry (1996) that teachers ' competency and effectiveness greatly affect performance. Tan OonSeng (2003) pointed out that to enable students to construct their understanding and knowledge of the subject domain, teacher should provide meaningful and authentic learning activities. The instructional and evaluation factors maybe attributed to   over-emphasis on memorization and under-emphasis on understanding and application of mathematical concepts and facts.(Leongsan, 2003). Teachers' knowledge and beliefs about Mathematics is directly connected to their instructional choices and teaching method (Braphy,1990; Brown,1985);National Council of Teachers of Mathematics,1989; Thomson,1992; Wilson,1990; Cardona,2009), hence, there is a need for Math instructors to revisit their course syllabi and review content , strategies and types of evaluation.

4.Significant Relationship Between and Among Mathematics Achievement of Respondents and Factors that Affect Mathematics Achievement

Table 4. Correlation Between and Among the Factors of Fundamental and Contemporary Mathematics

	Individual Factors	Instructional Factors	Classroom Mgt Factors	Evaluation Factors	Fundamental Mathematics	Contemporary Mathematics
Fundamental (Pearson) Mathematics Correlation Sig. (2-tailed)	.177 .071	-.005 .940	.003 .967	.008 .902	1	.429 .000
N	239	239	239	239	239	239
Contemporary (Pearson) Mathematics Correlation Sig. (2-tailed)	.124 .056	.024 .713	.036 .583	-.036 .580	.429** .000	1
N	239	239	239	239	239	239

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

Table 4 shows the correlations between and among the factors that affect mathematics achievement in fundamental and contemporary mathematics. Data shows that there is high correlation between achievement in Fundamental Mathematics and Instructional Factors, Classroom Management, and Evaluation Factors, and moderate correlation with Individual Factors.
This result shows the mathematics achievement of respondents is highly related to Instruction and Evaluation factors. The study avers that the teachers have major effect on student's achievement.
Studies show that Individual factors including self-directed learning, arithmetic ability of students, attitude towards Mathematics, motivation or concentration of students and time spend in their Mathematics lesson were related to achievements. Excellent students have high levels of willingness to solve mathematical problems compared to weak or average students (Tapia,2002; Saritas,2009).
The table further shows that the achievement in Contemporary Mathematics and instructional factors have very high positive correlation; moderate correlation with classroom management, and evaluation factors. The study shows significant factors in mathematics instruction and students' achievement include curriculum, instructional strategies, method of teaching, math teacher's competency, school context and facilities (Wilson, 1995).
Data reveals a significant relationship between Fundamental and Contemporary Mathematics. Meaning, all factors should be considered when preparing a course syllabus to ensure smooth transition from one course to the other in terms of knowledge, process, and product.
These results point out that attention should be given to school context and facilities to improve the math achievement of students. (http.//www.idtl.org/Journal/december09).

5. Factors that greatly affect mathematics achievement in fundamental and contemporary mathematics.

Table 5. Factors that affect Achievement in Fundamental Mathematics

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
4(Constant)	76.699	1.618		47.399	.000
Individual Factors	1.936	.738	.236	2.624	.009
Instructional Factors	-1.309	.692	-.170	-1.890	.060

Mulitiple R: .177 R^2= .028   Adjusted R= 0.20   F(2,236)=3.445, p=.034

The table shows that the individual factors and instructional factors have significant influence on the achievement of the students in Fundamental Mathematics. This is shown by the multiple R value of.177 which signifies moderate positive correlation. The r-square or the coeffeicient of determination of .028 suggests that 2.8 percent of the variation in the Fundamental Mathematics grade is jointly accounted for by individual factors. The F-ratio , 3.445 was found to be significant at the 0.05 level of significance. It implies that the joint variation of the items in explaining the variation in the math grade is significant. The t-test results however show that only individual factor has a unique contribution on the subject.

Although the predictive power of two factors is small, individual factor has a greater influence than the instructional factor. This is shown by the p-value of .009 of individual factor against the p-value of .060 of instructional factors. Furthermore, unstandardized coefficients show that the higher the coefficient the individual factors has, the greater the grade value ; while the higher the coefficient the instructional factors has the lower the grade value in the subject. However, the maximum increase the individual factor can affect is only about 8 points while the maximum decrease that the instructional factors can bring is about 5 points only.

When unique contribution is taken into account, the only predictor is individual factor. This item generated a t-value 2.264 and probability of 0.009. This means that this factor significantly affect respondents' achievement in fundamental mathematics. The beta-value of 0.236 implies that this phenomenon uniquely contributed 23.6 percent in the total variation in grades of the prospective elementary teachers. Instructional factors had no significant unique contribution on the academic grades in fundamental mathematics. It is reflected from the t-value of -1.890, b=0.146 and probability of 0.060. That is, the null hypothesis that b=0 is accepted since the p-value is greater than 0.60.

Based on the data presented it tries to imply that individual factor and instructional factor greatly affect achievement of students in fundamental mathematics. This result reaffirms that student factor and teacher factors greatly affect the achievements of students in Mathematics.

Table 6. Factors that affect Achievement in Contemporary Mathematics

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
4(Constant)	76.367	1.462		52.233	.000
Individual Factors	1.745	.603	.235	2.895	.004
Evaluation Factors	-1.203	.542	-180	-2.222	.027

Multiple R: . 189 R^2= .036   Adjusted R= 0.27   F(2,236)= 4.349, P= .014

As reflected in the table, the regression equation is:

$Y= 76.367+1.7458x_1-1.2003x_2$

Where:

Y = mathematics achievement (grade) in Contemporary Mathematics
x_1 = individual factor
x_2 = evaluation factor

Table 6 shows that individual and evaluation factors are predictors on the achievement of the respondents in contemporary mathematics. The equation shown appears statistically significant (p= -0.014) with F of 4.349. the adjusted R square of 0.27 indicated that about 2.7 percent of the variance of respondents' achievement in the Contemporary Mathematics is explained by the combination of independent variables included in the equation. The predictors have also moderately small positive correlation to achievement as shown by the multiple r value of 0.189.

When taken individually, individual factor produced the biggest variance in the grades of the respondents with beta value of 0.235, t-value of 2.895, p= .004. On the other hand, beta value of evaluation is significantly lower than zero, hence, it is significant. This incurred a t-value of -2.222, p= .027.

As to contemporary mathematics the factors that greatly affect achievement of respondents are individual factors and evaluation factors. This data tries to show that the student as well as teachers are factors that contribute to the achievement of respondents in mathematics.

Generally, the study reveals the following findings:

The mathematics achievement of the students is poor.

There is no significant difference between the achievement of respondents in fundamental and contemporary mathematics.

The factors that affect mathematics achievement , as to rank, are: 1st- instructional factors, 2nd-evaluation factors, 3rd individual factors, and 4th- classroom management factors.

There is high correlation between and among classroom management, instructional factor, and evaluation factor.

The factors that greatly affect Mathematics Achievement in Fundamental Math are individual factor (students) and instructional factor (teacher) while the factor that greatly affect performance in Contemporary Math is instructional.

The result implies that low or poor performance of students in Mathematics is due to lack of knowledge in content and pedagogy, attitude and commitment of teachers. The teacher who is at the center stage of instruction really play a major role in the learning of students. The success or failure of students in school and in life greatly lie on the hands of the teachers.

CONCLUSION:

The poor achievement of students in mathematics are caused by four factors: individual (student), instructional (teacher), classroom management and evaluation. There is a need for Math teachers of the Philippine Normal University-Isabela Campus to revisit their instructional programs and suit plans to the levels of the students.

RECOMMENDATION:

Math teachers should use effective instruction that will enable the students perform better towards mathematics subject. Revision of instructional plan is necessary to meet the needs, interests and level of performance of students.

An intervention program can be developed to assist the low achievers in Fundamental and Contemporary Mathematics.

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ANALYSIS OF ERRORS IN THE ENGLISH WRITINGS OF TEACHER EDUCATION STUDENTS

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ABSTRACT

Using the qualitative research design, the study aims to analyze the common linguistic errors in the English writings of teacher education students. For years, several linguists and language researchers have been greatly interested to study errors made by second language learners. It is believed that learners' errors hold a significant role in improving language teaching-learning process.

This paper specifically seeks to identify and describe the prevailing linguistic errors in the English writings of the students. Moreover, it investigates the possible causes of these errors and draw out implications to language learning and teaching. Using random sampling, the written compositions of the students were analyzed using the Taxonomy of Errors patterned after the model of Darus and Ching (2009.) The study revealed that *errors in verb tenses* are the most common linguistic errors of the students, followed by *error in* s*entence structure*, *punctuations*, *word choice*, *spelling*, *use of prepositions* and *articles.* These errors fall under the grammatical, mechanics/substance and syntactic aspects of writing English. Majority of these errors are caused by learners' poor knowledge of the target language (English), specifically ignorance of rule restrictions. Others are attributed to the learners' carelessness, first language transfer or interference and limited vocabulary in the target language. Through this study, language teachers are guided to identify their own teaching methodologies and their students' ability in writing and to choose the strategies and topics that best suit the students' capacity.

Keywords: Error Analysis, linguistic errors, linguistic skills, language transfer.

INTRODUCTION:

For years, there have been many studies on the process of first language (L1) acquisition and second language (L2) learning. Findings about L1 acquisition have been adapted to L2 learning and it has been concluded that the process works in a similar way. Because of the intricacies about L1 acquisition and L2 learning, several linguists and language researchers have been greatly interested to study errors made by L2 learners. They believe that learners' errors hold a significant role in improving language teaching-learning process.

Studying how English language learners acquire and learn their L1 is as important as studying how they learn their L2. That is the greatest concern of language teachers, specialists and researchers. While it is true that Chomsky (1965) claimed the existence of a mysterious innate properties of language, a "little black box," called *language acquisition device* (LAD) to explain the learners' mastery of their L1 in such a short a short time despite the highly abstract nature of the rules of language, but still learners normally commit linguistic errors, especially in the learning of L2.

The learners' errors are manifested in the four linguistic tasks. Compared to speaking, reading and listening, writing is the most dominant manifestation of errors for writing is the most intricate and most complex task. It is the most difficult of the language abilities to acquire (Allen & Corder, 1974). Its level of difficulty varies between native speakers (NS) who think in the language used (in this case it is English) and non-native speakers (NNS) who think in their own L1 (in this case it is Iluko). While writing, non-native speakers have, in general, to think about all those rules they need to apply, rules that native speakers are supposed to have automatized. Therefore, non-native speakers are more prone to making mistakes and/or committing errors.

Concepts on linguistic errors are attributed to *Transfer Theory*. The term *transfer* is a general term describing the carryover of previous performance or knowledge to subsequent learning. Positive transfer occurs when the prior knowledge benefits the learning task – that is, when a previous item is correctly applied to present subject matter. On the other hand, negative transfer occurs when the previous performance disrupts the performance on a second task. The latter can be referred to as *interference*, in that previously learned material interferes with subsequent material – a previous item is incorrectly transferred or associated with an item to be learned (Brown, 1994). In the sense of L2 learning, errors are evidences of interference (negative language transfer) of the L2, leading to negative interlingual transfer. Interlingual errors are the result of such form of language transfer (Myles, 2003). Aside from L1 transfer and interference, other possible causes for these linguistic errors include poor knowledge of the target language, overgeneralization, ignorance of rule restrictions, simplification, and incomplete application of rules (Huang, 2001).

Meanwhile, there has been decided shift in the approach to analyzing errors. In Contrastive Analysis (CA), the theoretical base of which was behaviorism, errors were seen as bad habits that had been formed. The response was based on the stimulus. It was assumed that interference of the L1 was responsible for the errors made during the transitional period of learning the L2. However, much recent research points to the contrary.

Error analysis has become an interesting task for the teachers teaching writing as it helps them identify their own teaching methodologies and their students' ability in writing and to guide them in choosing the strategies and topics that best suit the students' capacity (Richards, 1992). Pit Corder is the "Father" of Error Analysis (the EA with the "new look"). It was with his article titled, *The Significance of Learner Errors* (1974) that EA took a new turn. Errors used to be *flaws* that needed to be eradicated but Corder presented a completely different point of view. He contended that those errors are important in and of themselves. For learners themselves, errors are indispensable, since the making of errors can be regarded as a device the learner uses in order to learn. In fact, Gass and Selinker (2001) defined errors as *red flags* that provide evidence of the learners' knowledge of the L2.

In EA, there has been a change from looking at the product (error) to the process (why students make errors). EA has been the focus of much research, which has led to changes in the attitudes toward errors, evident in a less obsessive avoidance of errors. This cognitive approach sees errors as a clue to what is happening in the mind. In this approach, errors are seen as a natural phenomenon that must occur as acquiring L1 or learning L2 takes place, before correct grammar rules are completely

internalized.

With EA, teachers are relieved to find a more realistic attitude toward errors. Errors are no longer reflection on their teaching methods, but are, rather indicators that learning is taking place, evidence that the mysterious Language Acquisition Device (LAD) is working. So, errors are no longer "bad" but "good" or natural – just as natural as errors that occur in acquiring L1.

In the tertiary level, errors made by English language learners in their productions are so frequent that they could turn heads of so many specialists and language teachers, especially those who are at the front. More noticeable are the errors observed in learner's written productions that are more eye-catching for they are non-transitory, considering the permanent nature of writing. These errors still exist despite that the students are exposed to the language in almost all of their academic subjects.

It is in this context that the researcher is encouraged to conduct an error analysis to the English writings or written compositions of the teacher education students of the Mariano Marcos State University College of Teacher Education since it has been observed that the said students are not excused from the said prevailing linguistic phenomenon.

SIGNIFICANCE OF THE STUDY:

This study benefits language teachers and students. The results of the study provides relevance to language teaching, particularly in correcting linguistic errors in the classroom, providing grammatical explanations, improving curricula, and developing programs and instructional materials. The study provides relief to language teachers to find a more realistic attitude towards errors. For the students, they are given the true picture of what they need to learn, focusing on how to overcome the linguistic difficulties they manifest. Moreover, they may be given insights as to how they can improve their strategies for language learning.

STUDY OBJECTIVES:

This study aims to analyze the prevailing linguistic errors in the English writings of the teacher education students. Specifically, it seeks to: 1) identify the common linguistic errors committed by the students in their English writings; 2) describe the linguistic errors committed by the students; 3) investigate the possible causes of the students' linguistic errors; and 4) draw out implications of the identified errors to language learning and teaching.

METHODOLOGY:

The study uses the qualitative research design. It focuses on the English writings of the teacher education students of the Mariano Marcos State University College of Teacher Education (MMSU CTE), who are pursuing Bachelor in Secondary Education (BSEd) and Bachelor in Elementary Education (BEEd). The respondents are second year students, who have already taken English I (Study and Thinking Skills), English II (Writing in the Disciplines) and English III (Speech Communication). Notably, these students, whose first language and second language are Iluko and English, respectively, are enrolled in Literature 2, one of the literature subjects offered in the General Education Program.

To demonstrate the students' ability to construct a string of well-connected sentences that is grammatically and logically correct; with the congruence to Halliday and Hassan (1976, as cited by Darus & Ching, 2009), the students were asked to write their own composition or short essay about the greatest decision they have ever made in their lives, as one of their tasks in the lesson, *The Road Not Taken* by Robert Frost, from their Literature 2 subject. They were advised to observe the Standard English when writing their compositions. Likewise, they were instructed to write their compositions of not less than 400 words, but not more than 500 words. They were given sufficient time to write. The process of writing was followed. The students started with an outline, then a first draft and a final draft.

In a random sampling technique, 100 (50 compositions from each degree program, enough to represent the population) sample written compositions of the students were subjected and analyzed in the study.

The linguistic errors found in their writings were analyzed and categorized according to the Taxonomy of Errors patterned after the model of Darus and Ching (2009), which categorizes errors as to: a)

grammatical (prepositions, articles, reported speech, singular/plural, adjectives, relative clauses, infinitives, verbs and tenses, and possessive case); b) *syntactic* (coordination and conjunctions, sentence structure, nouns and pronouns, and word order); c) *lexical* (word choice); d) *semantic* (literal translation); and e) *substance/mechanics* (punctuation, capitalization and spelling)**.** Describing the prevailing linguistic errors was further made.

Focused group discussion (FGD) was also carried out to identified students for the perceptive understanding about the errors they committed, particularly for possible causes of these errors.

Statistical tools such as frequency count *(f)*, percentage *(%)* and rank *(r)* were used to treat the data gathered in the study.

RESULTS AND DISCUSSION:

Writing as one of the four language skills, in real world contexts, is not a solitary enterprise, it is a social act. It is not an activity in its own right but one which serves the other skills. One major reason for students' low achievement in writing is possibly the fact that writing is a very complex process due to the many skills involved. The skills involved in writing cover the application of correct grammatical rules, choosing exact diction, using proper punctuations, and organizing ideas into appropriate sentences, paragraphs and passage (Richards, Platt & Platt, 2002).

This section presents discussion of the results and findings of the study. Specifically, it presents and describes the common linguistic errors committed by the students. Furthermore, it investigates possible causes of these errors and discusses implications to language learning and teaching.

Table 1 shows the analysis of data that deals with the common linguistic errors committed by the students in their written compositions, including the situation of error gravity which establishes the hierarchy of errors. Evidently, there were a total number of 394 linguistic errors identified and tallied.

Table 1: Result of error analysis in the English writings of the students

Linguistic Errors	Count of error (f)	Percentage (%)	Hierarchy (r)
A. Grammatical Errors			
Verb Tenses	76	19.29	1
Prepositions	26	6.60	6
Articles	24	6.09	7
Infinitives	6	1.52	12
Reported Speech	6	1.52	12
Singular/Plural	4	1.01	16
Adjectives	4	1.01	16
Relative Clauses	4	1.01	16
Possessive Case	4	1.01	16
Total	*154*	*39.02*	
B. Syntactic Errors			
Sentence Structure	66	16.75	2.5
Coordination/Conjunction	10	2.54	9.5
Nouns and Pronouns	10	2.54	9.5
Word Order	4	1.01	16
Total	*90*	*22.84*	
C. Lexical Errors			
Word Choice	36	9.14	4
Total	*36*	*9.14*	

D. Semantic Errors

Literal Translation	12	3.05	8
Total	*12*	*3.05*	

E. Mechanics/Substance

Punctuations	66	16.75	2.5
Spelling	30	7.61	5
Capitalization	6	1.52	12
Total	*102*	*25.86*	
Total	**394**	**100.00**	

It is very evident that *error in verb tenses* is the most common linguistic error of the students with a total of 76 (19.29%) occurrences, followed by error in s*entence structure* (66 or 16.75%), *punctuations* (66 or 16.75%), *word choice* (36 or 9.14%), *spelling* (30 or (7.61%), *prepositions* (26 or 6.60%) and *articles* (24 or 6.09%).

Among all indicated linguistic errors, *errors in verb tenses* are the most common or prevailing errors of the students in their English writings, with 76 (19.29%) total number of occurrences. It is clearly seen in their compositions that they are not consistent in the use of verb tenses. The fact that the compositions are told in the past form of the verbs, they are not cautious of the correct verb tenses to be used. Likewise, they are not aware that verbs also indicate time of occurrence. For example:

> 1. *I answered and being obedient to him, I <u>agree</u> (agreed) to what he <u>wants</u> (wanted) me to take.*
> 2. *A year ago, I <u>need</u> (needed) to stop from studying because my parents <u>cannot</u> (could not) afford to send me to school.*

Truly, they are not conscious of the right verb tenses appropriate for the time of occurrence. Students' carelessness and ignorance on the application of rules on verb forms, particularly tenses, are the primary causes of these errors.

The result supports the claim of Sukasame, Kantho, and Narrot (2013) that learners of English as a foreign language (EFL) and English as a second language (ESL) have so much difficulty on tense selection. According to them, though they can use all the tenses comfortably, in some situations they are not confident enough to select the correct tense for consistency.

Such claim is also true to the study of Lim (1990) revealing that English language learners know the rules of tense but when they are supposed to apply the rules, they just jumble it. She added that learners think in their L1 then translate it into English. At the time of translating into English, they feel confused in which tense form they can use specially in present and past tense like whether the sentences should be in present or past form. Limited knowledge of form of verbs and lacking in how to use auxiliary verbs make errors in tense.

Relevant to the foregoing issue, Lennon (1987) identified a total of 2455 errors in the English compositions of 12th grade Korean EFL learners. Findings showed that errors in *be* verbs and auxiliaries were most common, followed by errors in prepositions and that intralingual errors arose more than transfer errors.

Errors in sentence structure (66 or 16.75%) appear to be the next most common errors committed by the students.   It was observed from the written work of the students that they could hardly identify the difference of a sentence and a fragment. Moreover, the students' sentences are run-on, making it very confusing for readers. In addition, some of the students are even fond of circumlocution. They could not express their ideas well in a direct and clear fashion, leading the sentences to vague and dangling ones. For example:

1. Myself undesirable and unwanted.(fragment)
  I am undesirable and unwanted. (sentence)
2. ... when we were together and hanging out with each other. (very wordy)   *...when we were hanging out together. (simplified)*

These forms of errors are attributed to students' poor knowledge on structure of English which leads to incomprehensible statements in their writings. Hence, the need for enrichment activities on the said problem area is important. Importantly, their language teachers need to encourage and expose them to various reading materials to improve their language skills, particularly on the syntactic aspect of English.

Tied with errors on sentence structure, *errors in punctuations* (66 or 16.75%) are also indicated as most common linguistic errors committed by the students. Through the analysis made, it was observed that most of the students omit comma before a relative clause. They use comma incorrectly. Likewise, the use of *ellipsis* was over used, when in fact the sentence can be marked with a single period only (i.e. I thought it was the end...). For example:

1. We did things according to how we wanted it to be done... (use of ellipsis)
  We did things according to how we wanted it to be done. (period)
2. In our relationships we encounter several struggles. (omission of comma)
  In our relationships, we encounter several struggles. (comma inserted)
3. I met a girl who happened to be my best of friend. (no comma before relative clause)
  I met a girl, who happened to be my best of friend. (comma before relative clause)

The said prevailing linguistic phenomena, according to Corder (1974), are referred to as *addition of some unnecessary element* and *omission of some required element,* which are classifications of errors in terms of the difference between the learner's utterance and the reconstructed version. The students confessed that they have poor knowledge on the use of punctuations, making it difficult for them to use punctuations correctly and appropriately.

Fourth in rank are *errors in word choice,* with 36 (9.14%) total number of occurrences. It is observed that the students have difficulty in choosing correct or appropriate words to express their ideas clearly. Some messages are totally obscure due to incorrect word usage. For example:

1. It makes me remember of someone.(reminds me)
2. I took a huge, heavy breath. (deep)
3. I was nearly get asleep, when suddenly… (about to sleep)

Such finding only indicates that the students have limited vocabulary. They are not aware of increasing vocabulary. They admitted that they seldom read books, newspapers, articles, etc. Most of the male students revealed that they are engrossed to surfing the net and playing computer games. They have poor attitude towards reading. They are not well-motivated to read. Generally, most of the students admitted that they simply memorize synonyms and antonyms to improve their vocabulary.

The computed result reaffirms the study of Huang (2001) who presented an analysis of 34 Taiwanese English majors writing errors based on a web-based writing program. His study revealed major errors in word choice (55%), followed by mechanics (20%), style (16%) and grammar (9%).

In the following year, the same finding was revealed in the study of Lee (2002), who had the strong motivation to conduct an error analysis to examine what kind of errors learners of intermediate to advanced level at a medical college make in writing by reviewing their formal and informal letters. His study revealed that major errors involved were errors in word choice, followed by errors in prepositions and articles.

These findings simply mean that the students have to be encouraged and motivated to read a lot of materials to increase their vocabulary. According to Malicsi (2003), correct use of words in any

language task is indispensible so as the idea conveyed is clear and understandable, especially that several words may seem to have similar meanings, but in real sense, they have different meanings.

Error in spelling (30 or 7.61%) also constitutes a significant problem in the students' writings. Based on the written compositions of the students, many of them are confused with the correct spelling of the English words due to the interference of their L1. The L1 and the L2 of the students have different sound systems, making it difficult for them to learn and master the correct spelling of some words in English. Furthermore, these spelling errors are mainly due to phonetics perception and students' carelessness. The students spell out words by referring to the sound of the words. They stated that they do not know how to produce a word correctly for appropriate spelling. Whenever they have tough word in the text, they just try to get it by heart that occurs incorrect spelling in write up subsequently. Students' carelessness also causes them to make spelling mistakes. These errors in spelling are evident in the following samples:

> 1. I envy my *seeblings* so much. (siblings)
> 2. I *beleive* that someday I can make a difference. (believe)
> 3. I saw him with his *redish* eyes. (reddish)

It can be further gleaned from the table that *errors in prepositions* (26 or 6.60%) are also considered common linguistic errors committed by the students, indicating the students' poor knowledge on the use of prepositions. From the students' written compositions, the prepositions are used interchangeably. For the students, prepositions do not affect the meanings of their sentences. Thus, they are not so particular or meticulous on the use of prepositions in their sentences. Carelessness appears to be one of the primary causes of such errors. This linguistic phenomenon is exemplified in the following samples:

> 1. He wanted to go out *to* the room, but he was scared. (from)
> 2. I want to share it with you *about* my most unforgettable experience.
>   (no need of the preposition "about")
> 3. My mother wanted to cope *up* with the situations.
>   (no need of the preposition "up")

Such findings are confirmed by the result of the study of Lennon (1987) and Lee (2002) which revealed that errors in prepositions are considered second most common errors committed by English language learners.

Prepositions are always followed by nouns (or pronouns) and usually indicate relationships, such as position, place, direction, time, manner, agent, possession and condition, between their objects and other parts of the sentence (Wishon & Burks, 1980, as cited by Haryanto, 2007). In using a preposition, one has to be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context. Interestingly, the students confessed that they read a lot about preposition from grammar books but they seldom make use of it in practices. This only implies that the students lack drills along the said area of concern. Thus, their language teachers should provide them exercises on the use of preposition to master this said skill.

Obviously, the students use articles incorrectly in their compositions. With 24 (6.09%) total number of occurrences, *errors in articles* are also considered common linguistic errors of the students. It can be observed from the students' writings that they could hardly identify the differences and meanings embedded on the three articles (*a*, *an*, and *the*). The students are not aware that the articles carry with them corresponding meanings. Hence, they have poor knowledge in article use. They just simply use articles because they feel like using them without considering their effects in the meaning of their sentences. Some others do not even bother to use articles at all. They omit the articles because they are not sure whether they need to use them or not.

To be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they are not able to differentiate them, they will make errors as follows:

1. I felt gap between me and him.
I felt <u>a</u> gap between me and him. (indefinite)
2. I don't like to hurt feelings of others.
I don't like to hurt <u>the</u> feelings of others.(definite)
3. He offered me a proposals.
He offered me proposals. (no need of articles)

Basically, the article *"A"* is used before noun which is started by consonant and *"An"* is used for vowels. But there are some different rules in using *"A"* and *"An"* and very few students know it. According to Huang (2001), even some students do not know that there is a matter of sound in using article like "hour" starting by consonant but before "hour" "an" should be placed. For example:

I want <u>a</u> honest friend, whom I can depend on. (an)

The result corroborates with the study of Kim (1998) on the essay writings of 200 10th grade Korean EFL learners. He (1998) identified 2122 errors and classified them in terms of six domains and subdivided them into 22 linguistic categories. His findings revealed that errors in articles were most common (354). This can also be verified in the study of Lee (2002) which revealed that errors in articles were considered third most common grammatical errors committed by English language learners.

Further, the result validates the study of Duskova (1969) who identified a total of 1007 errors from the writings of 50 Czech learners of English and analyzed them in terms of nine categories. The study revealed that errors in articles were the most frequent among the indicated errors of the learners, followed by errors in lexis, while there were only few errors in syntax and word order.

Meanwhile, the least common linguistic errors committed by the students in their written compositions include *errors on singular/plural, adjectives, relative clauses, possessive cases of nouns* and *word order,* with 4 (1.01%) occurrences each.

For the purpose of identifying the types of linguistic errors committed by the students, the errors are summarized as shown in Table 2.

The table shows the summary of linguistic errors in the English writings of the students. It can be deemed from the table that grammatical errors (154 or 39.02%) rank first among all the linguistic errors committed by the students, followed by mechanics/substance errors (102 or 25.86%), syntactic errors (90 or 22.84%). Only few errors were observed along lexical (36 or 9.14%) and semantic (12 or 3.05) errors.

Table 2: Summary of errors in the English writings of the students

Linguistic Errors	Count of Error (f)	Percentage (%)	Hierarchy (r)
Grammatical Errors	154	39.02	1
Mechanics/Substance	102	25.86	2
Syntactic Errors	90	22.84	3
Lexical Errors	36	9.14	4
Semantic Errors	12	3.06	5
Total	**197**	**100.00**	

All these indicated results imply that the students have difficulties in writing English, particularly on the grammatical, substance or mechanics and syntactic aspects of writing English. The results of this study could help the language teachers to identify their own teaching methodologies and their students' ability in writing and to guide them in choosing the strategies and topics that best suit the students' capacity. More importantly, this study could serve as basis in the development of a coherent program that addresses the students' difficulties and needs in writing.

Competency and proficiency in the language is very indispensable nowadays for the world needs globally competitive individuals, who can fluently and can competently use the international language – the English language.

CONCLUSIONS:

This study shows that seven common linguistic errors committed by the teacher education students are errors in verb tenses, sentence structure, punctuations, word choice, spelling, prepositions and articles. These errors fall under the grammatical, mechanics/substance and syntactic aspects of writing English. Majority of these errors are caused by the learners' poor knowledge of the target language, particularly ignorance of rule restrictions. Others are caused by the learners' carelessness, first language transfer or interference and limited vocabulary in the target language.

Analyzing linguistic errors in students' English writings is indeed an interesting endeavor in the field of language teaching and learning. Error Analysis (EA) provides a shift or direction toward a more positive treatment on student linguistic errors in their writings. It brings changes in teachers' attitudes toward errors, evident in a less obsessive avoidance of errors. It lets language teachers picture out and understand how language learning takes place in the minds of learners. Hence, language teachers are given the opportunity to find ways on how to improve their instruction to address their learners' difficulties and needs.

RECOMMENDATIONS:

Based on the findings and conclusions, the researcher offers the following recommendations:
1. A more comprehensive study on the English writings of the students has to be conducted by other research enthusiasts to validate the results of the study.
2. Language teachers have to consider the results and findings of the study in providing opportunities for students to practice and apply language structures in real contexts so as to enhance language skills in the problem areas.
3. Curriculum developers need to revisit the existing language curriculum in the tertiary level to develop a relevant and coherent program to address the foregoing students' needs and difficulties.
4. Syllabus designers need to improve their syllabi by incorporating target standards and competencies that may address students' linguistic errors in writing.

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PERSONALITY TRAITS OF FRESHMAN BINGE DRINKERS AND CIGARETTE SMOKERS IN STATE UNIVERSITIES AND COLLEGES

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ABSTRACT

This paper examined the personality traits of ninety six freshman college binge drinkers and cigarette smokers who participated in this research. A pre-survey questionnaire, standardized test and semi-structured interview were used to gather data. Data were analyzed through descriptive-correlational method of research. Findings revealed that the participants are dominated by male, most of them belong to the late adolescence stage and majority of the participants belong to a complete (intact) family. Four sticks of cigarettes are the most number of cigarettes consumed per day and almost half of the participants are involved in two times a month binge drinking. The study likewise discovered gender differences in some personality traits. When participants are grouped according to their developmental stage, they also differ in personality traits. Participants raised in the different family structures revealed similarities and differences in personality traits. Those who consumed cigarettes irrespective of the number of cigarette sticks got the highest mean score in Extraversion. Participants who ingested alcohol registered the highest mean score in Neuroticism and Extraversion. It was discovered that gender is significantly related to Extraversion while Conscientiousness and alcohol consumption is significantly related to each other. Results indicate the need to devise an intervention program for freshman binge drinkers and cigarette smokers.

Keywords: Personality Traits, Freshman Binge Drinkers, Cigarette Smokers, State Universities and Colleges

INTRODUCTION:

Freshman college students are in the period of transition. They experience a lot of challenges in their university life and as a result they face psychological turmoil which could greatly affect their personality and health behaviors. Smoking and drinking are significant in the process of self-exploration (Ham & Hope, 2005; Nichtera et al, 2010). During adolescence, alcohol and cigarette use are initiated and escalated (Zehe et al, 2013). The freshman college students are vulnerable to substance use like nicotine and alcohol since they are in their adolescence stage. It has been observed that these substances are strongly associated to each other especially during social gathering.

There are various reasons of substance use and among adolescents; curiosity is one of the common causes. Among freshman college students it is not only transition into a new social context that motivates them to alcohol drinking and cigarette smoking, but they also considered substance use as normative (Brook et al, 2006; Kassel et al,2007). The exposure of the adolescents to peers who use substances like alcohol and nicotine increase the risks of drinking and smoking behavior (Kristjansson et al, 2010; Stickley et al, 2013). Parental permissibility (Abar et al, 2009) and parental use of alcohol and nicotine could influence adolescents on the use of these substances (Abar et al, 2009; de Leeuw et al, 2010; Gau et al, 2009). Sibling smoking also predicted the cigarette smoking (de Leeuw et al, 2010; Gau et al, 2009). Alcohol drinking is also use as coping mechanism (Ham et al, 2007). Adolescents use substances when there is pressure and conflicts (Chang et al, 2005) and aid in emotion regulation (Braun et al, 2012) like used to reduce tension, disturbances, ease boredom, weariness and fatigue, and in some instances to escape the harsh realities of their world (Madu et al, 2003). The incessant patronage and consumption of alcohol and cigarette is an indication that the adolescents probably disregard the negative and damaging effect of these substances.

Every person is a unique individual and those who drink alcoholic beverages and smoke cigarette have distinct personality. Personality traits can undergo transformation especially during the adolescence stage which is a prone period of change (Canals et al, 2005). Binge drinkers and cigarette smokers have to be described in terms of personality dimension to have a thorough understanding of their health hazard behavior. Discerning the personality traits of these freshman college binge drinkers and cigarette smokers enable us to understand the likelihood of using alcohol and nicotine. The dearth of studies conducted on personality traits of binge drinkers and cigarette smokers among freshman college students especially in the Philippines, prompted the researchers to venture on this investigation.

STATEMENT OF THE PROBLEM:

Generally, this study aims to determine the personality traits of the freshman college binge drinkers and cigarette smokers in state universities and colleges in Region II, Philippines. Specifically, it aims to answer the following questions: 1.What is the socio-demographic profile of the participants in terms of gender, age, family structure and substance used? 2. What are the personality traits of the freshman college binge drinkers and cigarette smokers as measured by the NEO-FFI when grouped according to their socio-demographic profile: gender, age, family structure and substance used? 3. Is there a significant relationship between the personality traits of freshman binge drinkers and cigarette smokers when grouped according to their socio-demographic profile?

METHODOLOGY:
PARTICIPANTS:

There was a universal distribution of survey questionnaires among college freshman students in the main campuses of the different state universities and colleges in Region II, Philippines to identify participants in this study. Throughout the region, ninety six freshman college students enrolled during the school year 2011-2012 met the criteria set by the researchers, hence, became participants of the study. The criteria used are as follows: binge drinkers consume any or combination of the alcoholic beverages like beer, liquor, or wine per drinking occasion at least twice for a period of one month to the point of intoxication which usually lead to functional impairment of mental (judgment and perception) and physical functioning (motor coordination). The binge drinkers need to satisfy at least one or more

criterion/criteria for alcohol intoxication like slurred/unclear speech, walk with unsteady pace/gaits, have trouble paying attention or remembering, slow and awkward in their physical reactions, act inappropriately, becoming aggressive like saying impolite/offensive things (Hoeksema, 2007). Likewise, prior to the survey the freshman college students should have smoked 3 to 6 sticks of cigarette per day one.

DESIGN:

The researchers made use of descriptive-correlational research design; however, inferential statistics were used to analyze the significant relationship of variables.

INSTRUMENT:

The instruments used in this research were the NEO-Five Factor Inventory, pre-survey questionnaire and a semi-structured interview.

NEO-FIVE FACTOR INVENTORY (NEO-FFI):

NEO-Five Factor Inventory (NEO-FFI) consists of a 60-item standardized questionnaire that measures the five domains of personality: Neuroticism (N), Openness to Experience (O), Agreeableness (A), Conscientiousness (C) and Extraversion (E). This is a good instrument for personality test as well as for psychological research purposes. This test has a correlation of .75 to .89 with NEO-PI validimax factors with internal consistency ranging from .75 to .89.

PRE-SURVEY QUESTIONNAIRE:

The pre-survey questionnaire gathered information about the socio-demographic profile of the participants and the 12 item-statements regarding binge drinking and cigarette smoking which were prepared by the researchers. This was pre-tested to a similar sample not included in the study; it was validated and the obtained correlation coefficient was r=.86. No theory was used in the construction of the pre-survey questionnaire; however, concepts were based on the insights gained from the readings of the researchers.

SEMI-STRUCTURED INTERVIEW:

The researchers prepared guide statements in the conduct of the interview. Themes were identified that served as bases in the interview. The themes of the interview guide were based on the literature gathered by the researchers.

DATA ANALYSIS:

The data gathered was analyzed through SPSS program. To answer the personality traits of the participants as measured by NEO-FFI when grouped according to socio-demographic profile, descriptive statistics were used to analyze the data: frequency, percentage, mean and standard deviation. Likewise, Kendall's tau b and Chi-square were utilized to determine the significant relationship between variables.

RESULTS:

In this section, the result and analysis of the data are presented:
The Socio-demographic Profile of the Participants
Gender. Table 1 shows that there are fewer female participants (13 or 13.54%) compared to male with 83 or 6.46% participants. The difference between the male and female participants implies that cigarette smoking and binge drinking are dominated by male.

Age. Table 1 also shows that the highest number of participants (46 or 47.12%) is 18-21 years old. Some of them (38 or 39.58%) are 15-17 years old and the least number of participants (12 or 12.50%) has an age range of 22-25 years. The result indicates that most cigarette smokers and binge drinkers among freshman college students are in the late adolescent stage.

Table 1. Descriptive Statistics of Respondents' Socio-demographic Profile

Profile Variables	Frequency n=96	Percent
Gender		
Male	83	86.46
Female	13	13.54
Age		
15-17	38	39.58
18-21	46	47.12
22-25	12	12.50
Family Structure		
Complete/intact	62	64.58
Single mother	11	11.46
Single father	5	5.21
Grand parents	13	13.54
Foster parents	5	5.21
Substance Used		
Cigarette Consumption per day		
3 sticks	15	15.63
4 sticks	42	43.75
5 sticks	6	6.25
6 sticks	33	34.38
Alcohol Consumption per month		
Once a week	29	30.21
Twice a month	46	47.92
3 times a month	9	9.38
4 times a month	4	4.17
5 Times a month or more	8	8.33

Family Structure. In terms of family structure, majority of the participants with 62 or 64.58% came from a complete (intact) family. This was followed by those raised by their grandparents with 13 or 13.54% and reared by single mother, 11 or 11.46%. Only 5 or 5.21% were raised by single fathers and foster parents, respectively. Result shows that majority of the freshman college students who are cigarette smokers and binge drinkers belong to a complete or intact family.

Substance Used: Cigarette Consumption and Alcohol Consumption. Substance used with regard to cigarette consumption per day and alcohol consumption per month is also reflected in Table 1. It can be gleaned in the table that most of the participants (42 or 43.75%) consumed 4 sticks of cigarette per day. Some of them (33 or 34.38%) used 6 sticks per day while 15 or 15.63% consumed 3 sticks in a day. Few of the participants (6 or 6.25%) smoked 5 sticks of cigarette per day. It can be noted that most of the participants consume 4 sticks of cigarette per day.

In terms of alcohol consumption, the bulk of the participants drink alcohol twice a month (46 or 47.92%). Twenty nine (29) or 30.21% consume alcohol once a week, while 9 or 9.38% drank 4 times a month and 8 or 8.33% consumed alcohol 5 times a month or more. Only 4or 4.17 drink alcohol 3 times a month. Result shows that almost half of the participants were involved in binged drinking twice a month.

PERSONALITY TRAITS WHEN GROUPED ACCORDING TO GENDER, AGE AND FAMILY STRUCTURE:

Gender. As gleaned in Table 2, male participants obtained higher scores than female participants in the following personality traits: Agreeableness, Conscientiousness, Extraversion and Openness to experience with a mean score of 2.29, 2.92, 3.28 and 2.95, respectively. Female participants got a higher mean score of 3.46 in the personality trait Neuroticism than male participants who obtained mean score of 3.36. It can be observed that male participants obtained higher scores in most of the personality traits while female participants got higher in one personality trait only.

Age. Table 2 reveals that participants aged 18-21(late adolescence) obtained the highest scores in the personality trait Agreeableness (M=2.33), Extraversion (M=3.22), Neuroticism (M=3.41), and Openness to experience (M=3.04). Table 2 also discloses that the personality trait Conscientiousness is highest among participants aged 22-25 (early adulthood) years. Data revealed that Conscientiousness is high among older individuals.

Family Structure. Table 2 displays that participants reared by "single father" obtained highest in personality traits Agreeableness, Conscientiousness, and Openness to experience with mean scores of 3.20, 3.20 and 3.40. Those who were reared by "foster parents" obtained the highest mean score in personality traits Conscientiousness (3.20) and Extraversion (3.40). In personality trait Neuroticism, participants who were reared up by "single mothers" revealed the highest mean score (3.55). Children reared in different family structures revealed similarities and differences in personality traits

Table 2. Descriptive Statistics on Personality Traits when Grouped according to Gender, Age and Family Structure

Gender	A		C		E		N		O	
	Mean	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**	**Mean**	**SD**
Male	2.29	1.08	2.92	0.78	3.28	0.98	3.36	0.83	2.95	0.79
Female	1.92	1.32	2.77	1.30	2.62	0.96	3.46	1.05	2.77	0.83
Age										
15-17	2.29	1.11	2.82	0.77	3.16	1.05	3.37	0.85	2.82	0.69
18-21	2.33	1.12	2.85	0.94	3.22	1.01	3.41	0.91	3.04	0.87
22-25	1.75	1.06	3.33	0.78	3.17	0.83	3.25	0.75	2.83	0.83
Family Structure										
Complete	2.26	1.12	2.94	0.85	3.19	0.97	3.42	0.90	2.95	0.84
Single mother	1.91	1.14	2.36	1.03	3.00	0.77	3.55	0.69	2.64	0.67
Single Father	3.20	0.84	3.20	0.45	3.00	1.22	3.00	0.71	3.40	0.55
Grand Parents	2.00	1.08	2.92	0.95	3.31	1.25	3.15	0.90	3.00	0.82
Foster parents	2.40	1.14	3.20	0.45	3.40	1.14	3.40	0.89	2.60	0.55

Legend:
A=Agreeableness
C=Conscientiousness
E= Extraversion
N= Neuroticism
O= Openness to experience

Interpretation:
Very High = 5.00-5.49
High = 3.5-4.49
Average = 3.00-3.49
Low = 1.5-2.49
Very Low = 1.00-1.49

PERSONALITY TRAITS WHEN GROUPED ACCORDING TO SUBSTANCE USED:

Cigarette Consumption. Table 3 presents the participants who consumed "three, four, and five sticks" of cigarette every day exhibited the highest mean score in personality trait Neuroticism with obtained mean scores of 3.60; 3.26; 4.17, respectively. Those who consumed "six sticks of cigarette" per day got the highest mean score in personality trait Extraversion with 3.42.

Alcohol consumption. As gleaned in Table 3, participants who consumed alcohol "once a week", "twice a month", "three times a month", and "four times a month" registered the highest mean score in personality trait Neuroticism with 3.55; 3.30; 3.33; 4.00, respectively. The highest mean score in personality trait Extraversion 3.75 was obtained by the participants who consumed alcohol "five times a month or more" as shown by the mean score of 3.75. As observed from the data, the dominant personality traits among freshman college binge drinkers and cigarette smokers are Neuroticism and Extraversion.

Table 3. Descriptive Statistics on Personality traits when grouped according to Substance Used

Personality Traits	A		C		E		N		O	
Cigarette Consumption	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
3 sticks	2.20	1.32	2.73	0.25	3.13	0.26	3.60	0.21	3.00	0.65
4 sticks	2.33	0.93	2.88	0.11	3.05	0.16	3.26	0.14	2.93	0.81
5 sticks	1.83	1.60	2.83	0.60	3.00	0.37	4.17	0.31	2.5	0.84
6 sticks	2.21	1.17	3.00	0.16	3.42	0.17	3.27	0.14	2.97	0.85
Alcohol Consumption										
Once a week	2.38	1.15	2.72	1.00	3.14	0.88	3.55	0.78	2.90	0.77
Twice a Month	2.24	1.16	2.89	0.82	3.17	1.02	3.30	0.84	2.87	0.75
Three times a month	2.11	0.78	2.89	0.93	2.89	0.78	3.33	1.00	3.22	0.97
Four times a month	1.75	0.96	3.25	0.50	3.25	1.50	4.00	0.82	2.75	0.50
Five times a month or more	2.13	1.25	3.38	0.52	3.75	1.28	2.88	0.99	3.13	1.13

Legend:
A= Agreeableness
C= Conscientiousness
E= Extraversion
N= Neuroticism
O= Openness to experience

Interpretation:
Very High   = 4.0-5.49
High   = 3.5-4.49
Average   = 3.00-3.49
Low   = 1.5-2.49
Very Low   = 1.00-1.49

Relationship between Personality Traits and Socio-demographic Profile of the Participants. It can be gleaned in Table 4 that no significant relationship was established between the age of the participants and the different personality traits: Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to experience. However, gender is significantly related to Extraversion as revealed by Chi-square value of 5.95 and p-value of 0.01. Personality trait Conscientiousness and alcohol consumption are also significantly related to each other. The Kendall's Tau b value of 0.18 with a probability value of 0.04 clearly indicates a significant and direct correlation. However, it was noted that the association between gender and the level of personality traits Extraversion and Conscientiousness and alcohol consumption among participants is slight or almost negligible.

Table 4. Test of Relationship between Personality Traits and Profile Variables of the Participants

Person-ality Traits	Age		Gender		Cigarette Consumption		Alcohol Consumption		Family Structure	
	Kendall's Tau b	P-value	Chi-Square	P-value	Kendall's Tau b	P-value	Kendall's Tau b	P-value	Chi-Square	P-value
A	-0.05^{ns}	0.55	1.22^{ns}	0.27	-0.04^{ns}	0.65	-0.09^{ns}	0.33	0.00^{ns}	0.97
C	0.13^{ns}	0.12	0.32^{ns}	0.57	0.09^{ns}	0.32	0.18^*	0.04	0.15^{ns}	0.70
E	0.06^{ns}	0.44	5.95^*	0.01	0.10^{ns}	0.26	0.07^{ns}	0.42	0.06^{ns}	0.80
N	-0.02^{ns}	0.83	0.15^{ns}	0.70	-0.07^{ns}	0.47	-0.10^{ns}	0.25	0.26^{ns}	0.61
O	0.07^{ns}	0.41	0.59^{ns}	0.44	-0.03^{ns}	0.78	0.08^{ns}	0.35	0.14^{ns}	0.70

Legend: *Significant ^{ns} Not significant Significant at .05

A= Agreeableness E= Extraversion O= Openness to experience
C= Conscientiousness N= Neuroticism

DISCUSSION:

Socio-Demographic Profile of the Participants. The result of this study concurs with the study conducted by Emslie et al (2009); Kye et al (2012); Ozer et al (2008), that smoking and drinking rates were higher among men than among women. The finding on age of the binge drinkers and cigarette smokers does not conform with Ebirim et al (2014), where cigarette smoking and binge drinking is highest among the youth ages 14-16 years old and least among age group 17-19 years. Despite the inconsistencies of findings on the age group, it can be observed that majority of cigarette users and binge drinkers are generally in their adolescence stage.

On family structure, Teshome et al (2013), agrees with the finding that most cigarette users and binge drinkers are living with both parents and raised in an intact family. However, the finding of this study does not concur with several studies conducted (Mazzuco et al, 2010; Stickley et al, 2013). Results of their study disclosed that in non-intact families binge drinking and smoking occur more often. Among college students, family cohesion decreased the probability of regular smoking (Veselska et al 2009), and an intact family is a protective factor against cigarette smoking (Gau et al, 2009). Thus, inconsistent result implies further verification.

In terms of cigarette consumption, finding of this study is contrary to the result of the study conducted by Ebirim et al, (2014). According to them, 60% of the group they studied consumed 5-10 sticks (moderate smokers) of cigarette per day. Our research discovered that only 4 cigarette sticks were consumed by most of the participants. This implies that most of the participants do not consume cigarette in an excessive amount. The result obtained in binge drinking does not support the conclusion of Florkowski et al (2013), where they discovered that the participants on their study were involved in binge drinking more than 4 times a week.

Personality traits when grouped according to Gender, Age and Family Structure. Result of the study revealed that males scored higher in personality traits Agreeableness, Conscientiousness, Extraversion and Openness to experience as compared to female participants. However, female scored higher in Neuroticism. The consistent findings (Costa et al, 2001; Vianello et al, 2013) that males are higher in the personality trait Openness to experience validate this aspect of research. Likewise, the finding on personality trait Extraversion which is higher in males validates the study conducted by Lynn and Martin (Costa et al, 2001); Martsh et al, (1997); Vianello et al, (2013) but contradicts the finding of Torres, (2006). The inconsistent findings could not confirm that male participants are higher in social adaptability, more unrestrained, more open and confident are more vulnerable to substance use like alcohol and cigarette than female participants.

The finding in personality trait Conscientious which is higher in males disagrees with the study conducted by Kashdan et al, (2005). According to them Conscientiousness to alcohol use and smoking was stronger in women compared to men. Another recent study discovered no difference in implicit Conscientiousness between male and female (Vianello et al, 2013). Vecchione et al, (2012) also disclosed that in both males and females, Conscientiousness increased in early from age 16 to

age 20.   Changes in Conscientiousness are likely to reflect adolescents' growth and development in the direction of greater self-control and discipline. Inconsistent findings could not affirm that men are higher in Conscientiousness compared to female. Thus, finding of this research has to be verified. However, in this research, higher Conscientiousness was observed among older participants. It implies that as they mature, they learn to regulate their conduct and perform more successful tasks in carrying out their duty.

In this study, it was noted that male participants have higher Agreeableness. There are rare studies that discuss Agreeableness among substance users like alcohol and cigarette (McAdams et al, 2009). However, Theakston et al (2004), validated the finding of this study. They discovered that male young drinkers with high Agreeableness had elevated level of weekly alcohol consumption. Another study uncovered the increasing trajectory of Agreeableness in the male group only (Vecchione et al, 2012). Among youths there is strong engagement in normative life tasks and roles, such as leaving home, establishing a family, and starting a career (Roberts et al., as cited by Vecchione et al, 2012). In the period of adulthood, society demands that male adults have to perform roles expected to them. In the Philippines, Filipino family is typically patriarchal and the father is considered to be the head, hence responsibilities of being a family man lie on the fathers' shoulder. This implies that even the male binge drinkers and cigarette smokers are more likely to behave in a socially acceptable manner as they grow older.

The finding of this research that female participants scored higher in personality trait Neuroticism compared to male participants proved past studies conducted (Goodwin et al, 2006; Scmitt et al, 2008). The result of the study also supports McCrae's et al (2002), finding that personality trait Neuroticism appeared to increase in girls during adolescents. Female participants' neurotic behavior maybe explained due to unresponsive, indifferent, or insensitive attitude of parents to respond to their needs and interests. Parental conflicts witnessed by female participants likewise resulted to frustration, lack of ability to cope well.   As a consequence, negative emotional reactions were experienced. In addition, girls with neurotic behaviors were likely to participate in risky behavior like cigarette smoking and alcohol drinking (Markey et al, 2006). With these findings, it is no longer surprising to note that adolescent female are already involved in cigarette smoking and binge drinking.

The result of this study concurs with a previous study conducted by Littlefield et al, (2010). They discovered that Neuroticism and Openness to experience significantly decreased from age 21 to 35. Another finding conducted from various cultures revealed that Neuroticism, Extraversion, and Openness to experience declined from adolescence to adulthood (McCrae et al, 2004). A decrease in impulsivity and neuroticism related to decreases in alcohol problems from ages 18 to 35 (Littlefield et al, 2010).   Likewise, they also discovered that Conscientiousness and Agreeableness significantly increased at age 21-35. In early adulthood personality traits Agreeableness and Conscientiousness increased (Anic, 2007).

The present study disclosed that only personality trait Conscientiousness is in agreement with the finding. It is expected that as the individual grows older he/she could manage and cope better with situations, become more optimistic and sociable, and develop a better self and sensible logical reasoning. Hence, it is easier for him/her to regulate and modify his/her behavior.

In the Philippine context, Filipinos treasure social acceptance. Social acceptance is concerned on how one is acknowledged by his peers, acquaintances, his companions, or other members of the social groups. The aim of social acceptance is of course to maintain harmonious relationship and to gain social approval. Among Filipinos, social acceptance operates especially in a closely knitted family ties. At an early age, children are taught to be kind with their playmates, to get along well with others, and to be solicitous with other people. They have to cultivate friendly disposition to avoid differences and conflicts.   The two intermediate values subsumed as a result of social acceptance are smooth interpersonal relations and *pakikisama* (Panopio et al, 2006). *Pakikisama* among Filipinos connotes high quality of human association.   Filipinos are warm, thoughtful, and they value much their relationship with others. To demonstrate that they are friendly and have admirable manners they do not reject or seldom decline invitations from friends, relatives and even acquaintances.   One way of showing *pakikisama* is the acceptance of the offering of cigarette/s and a bottle or bottles of alcoholic

beverages. Filipinos are fond of celebrating fiestas, birthdays, and many kinds of celebration that requires social gathering. During social gathering, alcoholic beverages and smoking are rampant. Hence, drinking and smoking is inescapable among visitors. Among Filipinos, the offering of cigarette/s and alcoholic drinks may be an indication of being hospitable. The sharing of both alcoholic beverages and cigarettes with utmost sincerity would not be turned down by a typical Filipino to avoid embarrassment and to maintain good camaraderie. Similarly, among Filipinos *hiya* can take part in the involvement of nicotine and alcohol consumption. *Hiya* is the ordinary way of how a person responds when asked for a favor like joining a drinking spree or asked for cigarette smoking. He/she felt embarrassed if he/she does not conform to the social norm. So to protect the ego, he/she has to behave acceptably by others. In the Filipino culture "pakikisama" and "hiya" seems to play a vital role in the consumption of cigarette and alcohol among the participants.

This study disclosed that participants who were raised by "single mother" obtained a high mean score in personality trait Neuroticism. This may suggests that in the absence of a father in the family, more problems could be encountered like financial difficulty, how to discipline children and even the execution of household activities especially those that require manual labor. Consequently, single mothers become disturbed, frustrated and irrational. Normally, a mother is thoughtful, loving, caring, kind, sympathetic and selfless. However, an anxious, bothered and troubled mother could not be effective and competent in her parental responsibility. These may affect the participants' behavior and personality.

Participants reared by "single father" obtained highest in personality traits Agreeableness, Conscientiousness, and Openness to experience. This finding is most likely explained by the fact that single fathers are considerate, caring, optimistic, cautious, have self-control, imaginative and creative. They are not afraid to try new and different activities since they are powerful, tough, independent, and has the ability to be more resourceful and innovative. As head of the family, they are expected to be more financially capable and competent thus, less problems and difficulties could be encountered. This finding implies that these personality traits were reflected on their adolescent children.

Participants' foremost personality traits when reared by "foster parents" were Extraversion and Conscientiousness. They are most likely warmhearted, affectionate, kind, and cordial. Similarly, they are also responsible and matured. Foster parents are not the real or biological parents of their foster children. However, they may want to prove that they are dependable, capable of directing their foster children to become successful, and achieve their ambition. Foster parents possibly really enjoy dealing with people; hence, they take pleasure in rearing their foster children. The foster parents' extroversion and persevering traits are reflected on the personality traits of their foster children.

Data similar to this study are rare and it appears that no study had been conducted to evaluate the family structure in relation to personality traits of the cigarette smokers and binge drinkers thus; further research is needed to validate the findings of this study. However, based on intensive research done by the researcher, it was discovered that there are some studies conducted on the association of family structure and substance use. One common finding is that alcohol consumption and hazardous ingestion of alcohol such as binge drinking occur more often in non-intact families (Stickley et al, 2013). This finding was concurred by previous studies conducted (Be`gue et al, 2009; Mazzuco et al, 2010)   In this research, most of the participants belong to a complete (intact) family. Living with parents was associated with protective health behavior (less smoking, less heavy drinking) (Takeda et al, 2004). This statement is in contrary to the result of the finding since most of the binge drinkers and cigarette smokers in this study belong to a complete family, and that, they are living with their parents.

Parental and peer group are very essential in understanding adolescent substance use (Eitle, 2005; Martins et al, 2008). Youths are likely influenced by their parents who consistently practiced strong disapproval of substance use to abstain from heavy drinking (Martino et al, 2009). Another study conducted disclosed that parental monitoring (Habib et al, 2010; Martins et al 2008), as well as family rules on alcohol use had the strongest and most consistent relationship with alcohol use in early adolescence (Habib et al, 2010). Teenagers' regular use of alcohol is connected with lack of supervision from parents (Gau et al, 2009; Kleykamp et al, 2005). Parental influence including the nature of parental supervision and monitoring, the quality of parental–child attachment, and the history

of parental substance use are all of utmost importance in realizing the consumption of substances among individuals (Eitle, 2005). Sun et al (2008), also stated that students residing off-campus in the absence of their parents reported higher levels of drinking. Moving away from home even temporary may increase the probability of drinking (Gage et al, 2006).

This study discovered relevant results. Interview outcome confirmed the above mentioned statements that parental monitoring, attachment, parental substance use, and peer influence are contributory factors in the participants' involvement in binge drinking and cigarette smoking. Staying in the boarding houses and away from their parents influences the use of substances. The tendency of the participants to smoke and drink alcohol is attributed to freedom they obtained, thus, lesser parental supervision and monitoring. This is coupled by non-strict implementation of rules and regulations in their home and boarding houses on consumption of alcohol and cigarette. In the interview conducted it was also evident that participants were influenced to use cigarette and alcohol because parents and peers are also involved in cigarette smoking and binge drinking. Participants disclosed that most of them considered their parents as their models since they manifest ideal behavior such as being responsible, kind, understanding, and loving.

Relationship between Personality Traits and Socio-demographic Profile of the Participants. The test of significant relationship between personality traits and profile variables of the participants is also discussed in this section. Findings revealed that no significant relationship was established between the age of the participants and the different personality traits: Agreeableness, Conscientiousness, Extraversion, Neuroticism, and Openness to experience. However, gender is significantly related to Extraversion.

Completed researches disclosed that personality trait Extraversion was significantly higher among females than among males (Schmitt e al, 2008; Goodwin et al, 2006). These findings are in contrary with the result of the present study since personality trait Extraversion is correlated with gender. Male gender or female gender could not point out variation to evaluate the personality trait Extraversion. Thus, this finding needs further evaluation to discover gender differences.

Personality trait Conscientiousness can act as shield for health hazard demeanor like cigarette smoking and alcohol drinking. Several studies reported that those who are Conscientious (Kashdan et al, 2005; Larsen et al, 2008) engaged less in alcohol drinking and cigarette smoking while those low on Conscientiousness (Kuntsche et al, 2006; Kuntsche et al, 2008; McAdams et al, 2009) are linked with alcohol use and cigarette smoking. Past studies uncovered that high level of Conscientiousness is associated with greater health protection (Kern et al, 2008; Raynor et al, 2009; Rondina et al, 2007). Surprisingly, the result of this study revealed that personality trait Conscientiousness is significantly related to alcohol consumption. In this study, the participants are discovered having Conscientiousness level which was "average". The "average" Conscientiousness does not guarantee their high degree of self-discipline, responsibility and efficiency. The not exceptional Conscientiousness possibly explains the finding of this research. Likewise, binge drinking and smoking in the Filipino context has to be analyzed well to provide an in-depth understanding on the cigarette smoking and drinking behavior of freshman college students.

CONCLUSION AND IMPLICATION:

The following conclusions are drawn based on the aforecited findings:

1. Most of the participants are male, they belong to the late adolescence stage and majority of the participants belong to a complete (intact) family. Four sticks of cigarettes are the most number of cigarettes consumed per day and almost half of the participants are involved in two times a month binge drinking.
2. Freshman college binge drinkers and cigarette smokers have low level of personality trait Agreeableness and they have average level of personality traits Conscientiousness, Neuroticism, Extraversion, and Openness to experience.
3. Male gender or female gender could not point out variation to evaluate the personality trait Extraversion.

4. The higher the Conscientiousness level of the participants, the greater passion to take substances like alcohol and cigarette.

5. An intervention program on personality enhancement has to be devised especially on to deal with the low level of personality trait Agreeableness.

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AN EMPIRICAL STUDY OF THE IMPACTS OF MARKET CAPITALIZATION UPON THE LONG-TERM PERFORMANCE OF THE RUSSIAN IPO

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ABSTRACT

This research paper aimed at analyzing the long-run performance of Russian Initial Public Offerings (IPOs). Long-term performance after 5 years was determined by noting the degree to which stocks under study had under-or over-performed. The sample consists of monthly data regarding IPOs within the Russian Federation from 2007 to 2011 and was gathered from a range of published sources. It was found that there was long-term over-performance within the sample studied. Additionally, it was found that the causative factor responsible for the biggest impact on Russian IPOs observed was market capitalization.

Keywords: IPOs, Russian IPOs, Financial Management, Stock market, Investments.
JEL Classification: D53, E22, E44, F30, F38, G01, G15, G24, G34

INTRODUCTION:

A great deal of research has shown that on the average, Initial Public Offerings have significant and positive initial excess returns. Until recently, most of the existing research on the Russian IPO was focused on the setting of the offer prices. Fundraising through IPOs help to obtain the assets necessary to expand. Especially those assets which it cannot buy through the use of its own existing finances as well as those for which it considers to be uneconomical to obtain using credit facilities.

There are many articles and research devoted to the problems of IPOs in Russia, and they include the first monographs of some Russian authors, but at the same time the research area bordering around the investigation of the long-term aftermarket performance of Russian IPOs is still in the initial stage of its theoretical development. The long-term performance of IPOs is an important return indicator for investors during their investment processes.

The aim of this article is to examine the long-term aftermarket performance of Russian IPOs in order to evaluate the effectiveness of initial IPO allocations and aftermarket long-term performance as well as to develop recommendations for the development of the Russian stock market and its economy as a whole. The practical significance of this work is that findings will go a long way in helping to develop the scientific basis and provide practical recommendations to industry players to enable them ensure the enhancement of the capacity and the effectiveness of long-term aftermarket performance of Russian IPOs.

The Russian stock market is still very young. Its birth or better said its revival was at the beginning of the 90s. It currently belongs to the category of emerging markets which is characterized by high yield and high risk securities. Development of the Russian stock market is a necessary condition for competitiveness and successful participation in the global competition for investor money in the international financial market.

By studying the long-term performance of Russian IPOs, this paper makes several contributions to literature. First, it documents the long-term aftermarket performance of Russian IPOs. Second, it compares the merits of initial market adjusted returns, market capitalization, capital turnover, earnings growth rate, earnings before interest and tax, ratio of long-term investments to total assets, and offers size hypothesis of long-run aftermarket performance. Finally, it was found that the greatest impact on the Russian IPOs was made by the Market Capitalization variable.

This paper is organized as follows: section 2 discusses the literature review of the long-term aftermarket performance of IPOs. Section 3 presents data, methodology and hypotheses of the expected performance of the Russian IPOs under study. Section 4 reports the results and finally, section 5 concludes the paper.

In the methodology and data collection section, the following variables used to estimate the long-term aftermarket performance are conceptually described here: LO represents the log of offer size-that is the offer size of the variable; LT is the ratio of long-term investments to total assets; EGA represents earnings growth rates based on net income values; EBITG is the growth rate in earnings before interest rate and tax; IMAR represents initial market return growth rate; LMC is the log of market capitalization. It is a measure of the firm's intrinsic value and finally, LCT represents the log of capital turnover. All the above mentioned variables affect the long-term performance either positively or negatively.

LITERATURE REVIEW:

There has been a great number of studies examining the performance of IPOs over the last decade. Stigler (1964) analyzed the long-run performance of IPOs and discovered that it was lower than the ones indicated in the industry benchmark indices. Ibbotson and Jaffe (1975) on the other hand, applied RATS model in trying to understand the phenomenon and they stated that no abnormal return was recorded.

Aggarwal and Rivoli (1990) further analyzed 1598 IPO stocks which went public from 1977 to 1987. Findings showed that abnormal returns on these stocks were persistent for the first three days and kept on for the first 100 days after the IPOs were issued. Specifically, they found that there were -13.73

abnormal returns when the holding period was 250 days. Ritter (1991) also analyzed 1526 IPOs which went public during 1975-1984. The BHAR (buy and hold returns) and CAR (Cumulative abnormal returns) for these IPOs were calculated and then they were compared with those of companies which do not issue IPOs. It was concluded that these IPOs were highly underpriced for the first two months and after this initial period they started having negative abnormal returns. Additionally, CAR decreases after some time meaning that the general performance of the portfolio is below the benchmark. Ritter (1991) analyzed different variables such as initial return, size of the issuance, year of issuance and age of the company; in order to find out if there was a negative relationship between initial performance and the other variables. It was stated by him that those firms which had high initial abnormal returns were more inclined to have bad aftermarket performance. This tendency became more evident for smaller issues than bigger ones. It was also described by the authors as a signal of the overreaction theory. Levis (1993) had also analyzed 712 stocks that went public in London Stock Exchange. He found that there was underperformance connected with overreaction by the investors.

Aggarwal, Leal and Leonardo (1993) considered the long-run performance of IPOs in three different countries such as Brazil, Chile and Mexico. It was found that the long-run abnormal returns were negative for all three countries. It was found that the long-run underperformance level was similar to those noted by Aggarwal and Rivoli (1990), Ritter (1991) and Levis (1993). Keloharju (1993) also discovered during their study of Finnish IPOs that there was a three year negative abnormal return for the Finnish IPOs.

Ljungqvist (1997) analyzed German IPOs and found three year abnormal negative return as well. Gompers and Lerner (2003) analyzed 3661 IPOs and concluded that there was underperformance and even the buy and hold abnormal returns (BHAR) results were not statistically significant. Also their findings show that the intercepts of Fama French and CAPM were insignificantly different from zero.

Loughran and Ritter (1995) analyzed 4753 IPOs which went public between 1970 till 1990. They discovered that there was 5% annual return recorded. They noted that there was constant underperformance in each of the 5 years the IPOs were studied.

DATA COLLECTION:

The sample chosen for this research consists of 20 companies; some of them went public starting from 1996. Since the field of Russian IPO research is a comparatively young one; in order to measure the companies' long-term performance, 5 year data sets were included in the study sample to be examined, starting from 2007 and ending in 2011.

The data for this article were collected from Russian Trading System and Moscow Interbank Currency Exchange stock exchange websites to calculate the cumulative abnormal returns (CAR) and the buy and hold abnormal returns (BHAR), and this was done by retrieving the IPO-initiating companies' historical stock prices monthly from the Russian Trading System (RTS) index and the Moscow Interbank Currency Exchange (MICEX) index; both hosted on the Moscow exchange. For some of the companies, the data were collected manually on a monthly basis. For some variables used in the regression analysis, the balance sheets and income statements of each company were considered.

METHODOLOGY :

It is important to measure under pricing of IPOs before the long-term performance.
The initial return on IPOs is calculated for under pricing with the help of Market Adjusted Model.

$$UNDP = 100\left\{\left[(1+R_{i,1})/(1+R_{m,1})\right]-1\right\} \tag{1}$$

$$R_{i,1} = \frac{P_{i,1}-P_{i,0}}{P_{i,0}} \quad \text{and} \quad R_{m,1} = \frac{I_{m,1}-I_{m,0}}{I_{m,0}}$$

where $P_{i,1}$ is the price of stock "i" at the close of the first trading day, $P_{i,0}$ is the offer price and $R_{i,1}$ is the total first day return (raw return) on the stock "i". $I_{m,1}$ is the market index value at the close of the

first trading and $I_{m,0}$ is the market index value on the offer day of the appropriate stock, while $R_{m,1}$ is the first day's equivalent market return. RTS and MICEX indexes are used as benchmark. The same methodology was employed by Aggarwal, Leal and Herhandez (1993).

To determine the long-term aftermarket performance of IPOs, the sample is constructed as follows. The sample includes monthly data of placed IPOs of companies within the Russian Federation from 2007 to 2011. The sample period ends at 2011 so that we have sufficient data to measure long-term aftermarket performance. There are two measures of the long-run performance introduced by Ritter (1991) and Levis (1993) such as cumulative abnormal returns (CARs) and buy and hold abnormal return (BHAR).

It was found by the researchers that every method has its advantages. It was stated by Lyon, Barber and Tsai (1999) that CAR are less skewed and statistically less problematic. Barber and Lyon (1997) and Kothari and Warner (1997) argue that BHAR represents a better method. Barber and Lyon (1997) also state that BHAR could be more advantageous to use than CAR based on conceptual grounds, and it would be more preferable for the long-term investors to receive long-term returns by summing up short term returns. We estimate 5 year abnormal return after an IPO, using the BHAR model. Thus in the regression model BHAR was regressed versus the other dependent variables.

The buy-and-hold abnormal return (BHAR) is the difference between the holding-period returns of stock "i" and   the market return showed in the equation below:

$$BHAR_{i\,T} = \left[\prod_{t=1}^{T}(1+r_{i\,})\right] - \left|\prod_{t=1}^{T}(1+r_{mt})\right|$$

(2)

The mean BHAR over a period T is:

$$\overline{BHAR_T} = \frac{1}{n}\sum_{t=1}^{n}BHAR_{i\,T}$$

(3)

Critical values for the test statistic are obtained from the classical t-test statistic.

The monthly return to both the company r_{it} and the market over the five year period after IPO were measured. The market benchmark return is r_{mt} which is a return to MICEX and RTS stock exchange indexes. The buy-and-hold abnormal return (BHAR) is the difference of the holding period return of stock "i" and the market return. To test the significance of post IPO performance we employ panel data on 20 Russian companies and regress their 5 year BHAR, after which Ordinary Least Square regression model was used:

$$BHAR_5 = \alpha_0 + \alpha_1 IMAR + \alpha_2 LO + \alpha_3 LT + \alpha_4 EGA + \alpha_5 EBITG + \alpha_6 LMC + \alpha_7 LCT$$

(4)

where IMAR is market adjusted abnormal returns. LO is log of offer size as it is the offer size of the variable. It is the net value measured as the number of offered shares multiplied by the offering price by taking the natural log; LT is ratio of long-term investments to total assets; EGA is earnings growth rate based on net income values; EBITG is growth rate in earnings before interest rate and tax; IMAR is initial market return growth rate; LMC is log of market capitalization, it is a measure of the firm's intrinsic value. It is the market capitalization of the issuing firm and is obtained at the listed stock by taking natural logs while LCT is the log of capital turnover. The aforementioned variables generate either positive or negative influence on the long-term performance.

HYPOTHESES:

In this article, offering size is used as the variable to measure the supply of a certain stock. The offer size of IPOs is another factor included due to the large size of the offer; it indicates that the firm is more established and less risky by Carter et al (1998). If the offer size is a measure of a reduced risk

then it should be positively related to the long-run performance.

In their study of the relationship between initial returns and long-run performance of IPOs, Aggarwal and Rivoli (1990) postulate that the abnormal initial returns earned by IPO investors are the result of a temporary overvaluation by the investors during the early trading because the aftermarket is not immediately efficient in valuing newly issued shares. This is consistent with the fads explanation documented by Ritter (1991), which finds that firms with high adjusted initial returns have the worst aftermarket performance. There is the overall outperformance of the Russian stock market and possible price manipulation by institutional investors; it is believed that the prices of IPOs with lower initial returns have more potential to increase in the long-run. Therefore, it is expected that the lower the initial return at issuing, the better the long-run returns will be.

We also included earnings before interest rate and tax variable as another factor to observe the explanatory power of cash flow growth. However, Graham et al. (2005) report "financial officers view earnings, not cash flow, as the most important metric reported to the outsiders". Following Graham's et al. (2005) report it is expected that cash flows will not have any effect on long-term aftermarket performance. To check the possibility of the firm manipulating real activities; the LT variable was included. LT is the ratio of the firm's long-term investments to their total assets at listing. It is expected that the firm's real activities manipulation should be positively related to the long-term performance.

The earnings growth rate after issue is the next factor, viewing growth rate as the most important metric, according to Graham et al. (2005), the higher the earnings' growth rate the better the long-term performance. It was expected that there would be positive relation between earnings growth rate and the long-term performance. The next variable included is the market capitalization; it is a measure of the firm's intrinsic value. Assuming that the higher the intrinsic value the better the long-term performance, we expect to find a positive relationship between market capitalization and IPOs long-term performance. The next factor used in the regression model is capital turnover. Assuming that capital turnover generally corresponds to high profit margins, it would be expected that the high ratio of capital turnover indicates that the company uses its' capital well meaning that it should be positively related to the long-term performance of the IPOs.

Following the above discussion, the following hypotheses were raised:

Hypothesis 1:

H_0: There is no relationship between the offering size of IPOs and the five year market adjusted returns.

H_1: There is a positive relationship between the offering size of IPOs and the five year market adjusted returns.

Hypothesis 2:

H_0: There is no relationship between the market-adjusted initial returns and the five-year market-adjusted returns of IPOs.

H_1: There is a negative relationship between the market-adjusted initial returns and the five-year market-adjusted returns of IPOs.

Hypothesis 3:

H_0: There is no relationship between the earnings before interest and tax and the five-year market-adjusted returns of IPOs.

H_1: There is a negative relationship between the earnings before interest and tax and the five-year market-adjusted returns of IPOs.

Hypothesis 4:

H_0: There is no relationship between long-term investments to total assets ratio and the five-year market-adjusted returns of IPOs.

H_1: There is a positive relationship between long-term investments to total assets ratio and the five-year market-adjusted returns of IPOs.

Hypothesis 5:

H_0 : There is no relationship between the earnings growth rate and the five-year market-adjusted returns of IPOs.

H_1 : There is a positive relationship between the earnings growth rate and the five-year market-adjusted returns of IPOs.

Hypothesis 6:

H_0 : There is no relationship between the market capitalization and the five-year market-adjusted returns of IPOs.

H_1 : There is a positive relationship between the market capitalization and the five-year market-adjusted returns of IPOs.

Hypothesis 7:

H_0 : There is no relationship between the capital turnover and the five-year market-adjusted returns of IPOs.

H_1 : There is a positive relationship between the capital turnover and the five-year market-adjusted returns of IPOs.

LONG-TERM PERFORMANCE OF IPOS AND ITS DETERMINANTS:

Long-term performance of the Russian IPOs can be observed by testing BHAR in Table 1:

Table 1 The Average Buy-and-Hold Abnormal Returns (BHARs) of IPOs listed from 2007 to 2011

Month	Sample Size	BHAR mean	t statistic
3	20	-0.00281126	-0.1089723
6	20	-0.00850408	-0.1787034
9	20	-0.06873856	-0.9656884
12	20	0.31092066	2.7474473*
15	20	0.15282808	1.2668154
18	20	0.31065406	1.7290272**
21	20	0.37094545	3.795329*
24	20	0.14036526	2.8207835*
27	20	0.0507599	0.8440508
30	20	0.1433403	1.8849578**
33	20	0.13804034	1.2055583
36	20	0.17028008	1.1764213
39	20	0.30511144	1.5334066
42	20	0.1175587	0.8427775
45	20	0.33264896	1.5678508
48	20	0.38893001	1.5354628
51	20	0.31702586	1.3565472
54	20	0.26507772	1.1419359
57	20	0.11126154	0.6344497
60	20	1.188420763	6.11*

Notes: * Estimate significant at 1 percent level. ** Estimate significant at 5 percent level. This table provides the long-run performance of the Russian IPOs measured by BHAR.

For IPOs listed in Russia from 2007 to 2011, the average BHAR is 6.8% (BHAR is not significant). Starting from the 12th month with certain interruptions it is significant in the 60th month and positive in the 12th month. The average BHAR is 31% and t-statistic 2.74. BHAR for IPOs listed in each month shows that the long-run performance is significantly positive for IPOs from the 12th month with

interruptions on the 60th month as well. On the 60th month it is positive and it is 118% for BHAR and statistically significant at 1%. It shows that the total sample's significant outperformance starts from the 12th month and continues (with the interruptions) up to five years after the listing.

RESULTS:
ORDINARY LEAST SQUARE REGRESSION: BHAR DEPENDENT VARIABLE:

Table 2 illustrates the relationship between the dependent and independent variables. In Table 2 it can be seen that LMC has the greatest impact on BHAR, the coefficient is significant and positively related; meaning that the higher the market capitalization the higher the long-term aftermarket performance. Thus, Hypothesis 6 can be rejected. However, EBITG (earnings before interest and tax), LCT (capital turnover) are negatively related to the dependant variable BHAR. Where EBITG is significant at 5% level, LCT is significant at 1% level. R square is 0.87 which means it explains greater part of the example.

Positive coefficient of offer size (LO) implies that the larger the offers size the better the long-run performance. It coincides with the previous findings of a positive relationship between the offer size and the long-term IPO performance (Cartel et al. 1998). However, offers size coefficient is not significant implying that firms' size does not have significant influence on the long-term IPO performance. Thus, Hypothesis 1 can be rejected.

EBITG is negatively related to the long-term aftermarket performance implying that the lower the cash flows the higher the long-term aftermarket performance concurring with the expectations and thus, Hypothesis 3 can be rejected. However, according to the results, the higher the capital turnover the lower the long-term aftermarket performance, these results do not coincide or concur with the previously set hypothesis, meaning that Hypothesis 7 cannot be rejected. It was expected to have a negative coefficient on IMAR, however after being tested it shows that for Russian IPOs it is positively related to the long-run performance. Also, IMAR is the measure of over-optimism; it implies in our regression model that the higher the initial return, the higher the long-run performance of IPOs; in this case Hypothesis 2 cannot be rejected.

LT on the other hand, is positively related and significant at 5% level meaning that the firms engage in earnings manipulations; it concurs with the previously stated hypothesis, so Hypothesis 4 can be rejected.

The positive coefficient for EGA is consistent with the existing research linking post IPO performance to operating performance (Chan et al. (2004)), meaning that the higher the earnings growth rate the higher the long-term aftermarket performance; thus, Hypothesis 5 can be rejected,

Table 2 Long-run performance of the Russian IPOs using BHAR versus other variables

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EBITG	-0.012422	0.006406	-1.939016	0.0528
EGA	0.002533	0.001062	2.384423	0.0173
IMAR	0.003047	0.000147	20.73426	0.0000
LCT	-0.029148	0.009489	-3.071850	0.0022
LMC	0.551543	0.026719	20.64261	0.0000
LO	0.005179	0.012081	0.428697	0.6682
LT	0.412386	0.148106	2.784390	0.0055
Effects Specification				
Cross-section fixed (dummy variables)				
Period fixed (dummy variables)				
R-squared	0.874218	Mean dependent var		0.211424
Adjusted R-squared	0.864620	S.D. dependent var		0.689462

Note: *Estimate significance at 10% level
**Estimate significance at 5% leve   ***Estimate significance at 1% level

The regression uses 1200 observations of the firms listing on RTS, MICEX, LSE and NYSE stock exchanges between 2007 and 2011 years. The dependant variable (BHAR) is measured over 5 years

after listing. The independent variables include: (LO) Log of offer size it is the offer size of the variable. It is the net measured as number of offering shares multiplied by the offering price by taking the natural log; (LT) ratio of long-term investments to total assets; (EGA)earnings growth rate based on Net income values; (EBITG) growth rate in earnings before interest rate and tax; (IMAR) initial market return growth rate; (LMC)

Granger Causality Test:

In its simplest form, this method of studying show how reliably the change in a variable X is able to predict a change in Y and is also known as a Granger causality test (Granger 1969).

The Granger causality test has been refined over the years. In its original form, running simple regressions on lagged variables, then testing for the statistical significance of the tests established causality was the norm. Subsequent use of this methodology led to some strange results. For example, one such study found that changes in auto sales granger-cause test results causes changes in interest rates on treasury bills. (Gujarati, 1995)

The validity of utilizing Granger causality test in panel data is evidenced in numerous studies – Marvell and Moody (1996), Berk et al (1979), Coupet (2003), and Erdil, Yetliner and Hakan (2004), to name a few. Additionally, "recent theoretical developments in Granger causality methods have made tests using relatively short time periods possible through the use of panel data." (Hoffman, Ging, Ramasami, and Yeung, n.d.,) Not only is panel data acceptable in Granger causality test, one could argue it enhances the analysis.

Granger Causality test ran with 2 lags for the sample. The results of this test are shown in Table 4.

Table 4 shows that there are statistically significant relationships. The test suggests rejecting the following hypotheses:

LMC does not Granger Cause BHAR

BHAR does not Granger Cause LMC

IMAR does not Granger Cause BHAR

It could be stated that while rejecting the aforementioned hypotheses we can state that there is a bilateral causation between BHAR and LMC where LMC Granger causes BHAR and BHAR Granger causes LMC; and also, IMAR Granger causes BHAR. The causality is significant for three hypotheses.

This finding shows that long-term performance affects market capitalization and vice versa, as well as meaning that initial market adjusted returns affect the long-term performance.

Table 3: Granger Causality Test: causality between BHAR and the other variables

Null Hypothesis:	Obs	F-Statistic	Prob.
EBITG does not Granger Cause BHAR	1160	0.82201	0.4398
BHAR does not Granger Cause EBITG		0.46685	0.6271
EGA does not Granger Cause BHAR	1160	1.02730	0.3583
BHAR does not Granger Cause EGA		1.38117	0.2517
IMAR does not Granger Cause BHAR	**1160**	**2.73747**	**0.0652**
BHAR does not Granger Cause IMAR		366.660	5E-124
LCT does not Granger Cause BHAR	1160	0.39741	0.6721
BHAR does not Granger Cause LCT		0.28672	0.7508
LMC does not Granger Cause BHAR	**1160**	**7.56223**	**0.0005**
BHAR does not Granger Cause LMC		**4.30490**	**0.0137**
LO does not Granger Cause BHAR	1160	2.16086	0.1157
BHAR does not Granger Cause LO		0.71747	0.4882
LT does not Granger Cause BHAR	1160	0.42649	0.6529
BHAR does not Granger Cause LT		0.68512	0.5042

Note: * Estimate significance if p-value is less than 0.10

* Estimate significance if p-value is less than 0.05

* Estimate significance if p-value is less than 0.01

CONCLUSION:

The aim of this research is to find if the companies that went public have positive or negative long-term performance. It could be seen from the results that the Russian IPO companies have positive performance or so called long-run outperformance.

The long-run performance of the Russian IPOs was studies on the sample of 20 companies starting from 2007 to 2011 years.

Analysis of the five year BHAR for IPOs listed in each month showed that the long-run performance was significantly positive for IPOs from the 12th month up to the 60th month. On the 60th month BHAR was positive and statistically significant at 1%. This analysis shows that there is no long-run underperformance in the case of the Russian IPOs, on the contrary it was observed that there is a long-run outperformance of the Russian IPOs.

There is a bilateral causation between BHAR and LMC where LMC Granger causes BHAR and BHAR Granger causes LMC. This finding shows that the long-term performance recorded affects market capitalization and vice versa; as well as meaning that initial market adjusted returns affects long-term performance.

It is believed that these results would be useful for current and future investors and this research will contribute to providing potential investors with enough information to make their investment decisions and will increase their knowledge about the performance of companies which go public. This will help them to make proper decisions and investments. Meanwhile, it will help to increase the confidence level of the investors. Therefore it would lead to the possible result that more investors will be interested in investing in the Russian capital market.

As a recommendation for further studies it would be a great contribution to the literature if future research would focus on the relationship between quality underwriters' and IPOs long-term performance. It would be important to find if higher underwriter quality would predict better long-run performance. It would also help the top level managers and company owners, shareholders and underwriters to make better judgments and decisions on the role of underwriters in times of IPO placements.

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THE STUDY OF ENTREPRENEURIAL CHARACTERISTICS WITH ACHIEVEMENT MOTIVATION AND ATTITUDE AS THE ANTECEDENT VARIABLES

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ABSTRACT

The development of entrepreneurship in Indonesia currently gets full support from the government. One of the government's supports is implemented in the form of Student Entrepreneurship Program (PMW) which is implemented throughout universities and colleges with the aim to facilitate students who are interested in entrepreneurial ventures. Through Student Entrepreneurship Program, Airlangga University supplies funds for students who are competent in making business plans, by giving them funds and opportunities to carry out entrepreneurial ventures. This support is expected not only to promote entrepreneurial spirit among students but also to make the community aware of the importance of entrepreneurship. This study aims to find out the relationship between achievement motivation and attitude, attitude and entrepreneurial characteristics, and achievement motivation and entrepreneurial characteristics of the students. The method used in this research is the Partial Least Square by using path analysis. The samples taken in this study are 69 teams of students who received funding through the business competition held in Airlangga University. The instrument used in this research is questionnaire. The results obtained from this study show that there are significant relationships between achievement motivation and attitude, attitude and entrepreneurial characteristics, and achievement motivation and entrepreneurial characteristics of the students.

Keywords: Achievement Motivation, Attitude, Entrepreneurial Characteristics, Student Entrepreneurship Program.

INTRODUCTION:

Entrepreneurship is an interesting issue for studies in Indonesia today since it has been proved that when Indonesian economy sank very low, the only surviving economy potential was entrepreneurship. In 2009 fiscal year, the government through the Directorate General of Higher Education – National Education Ministry of Indonesia, has launched Student Entrepreneurship Program to be carried out and developed by universities and colleges throughout Indonesia. The program has been taken up by all state universities and several private universities of Indonesia, which are selected by the Coordinator of private universities and colleges, with various fund allocations (Ibrahim, 2013).

Student Entrepreneurship Program is meant to equip students with entrepreneurial knowledge, skills, and spirit, based on technological advancement, in order that they may become strong and successful entrepreneurs in facing global competition. In its continuance, this program also aims to establish institutions in universities and colleges which can support the development of entrepreneurship programs. It is expected that as a result, there will be a decrease in the number of unemployed university/college graduates which tends to increase every year (Ibrahim, 2013).The students who received funds through entrepreneurship competition in Airlangga University, Surabaya, Indonesia in year 2010 amounted to 54 groups which consisted of 3–5 students from the thirteen undergraduate programs of Airlangga University. The thirteen undergraduate programs were Medical Faculty, Faculty of Dentistry, Veterinary Faculty, Pharmaceutical Faculty, Faculty of Community Health, Faculty of Science and Technology, Faculty of Economy and Business, Faculty of Law, Faculty of Social Science and Politics, Faculty of Psychology, Faculty of Cultural Science, Faculty of Nursing, Faculty of Fishery and Oceanography.

Airlangga University accepts around 6500–7000 new students every year. The number of students accepted in year 2010 was 6500. The percentage of students who participated in Student Entrepreneurship Program was 0.045% of the total new students. This meant that less than 1% of students who were interested in Student Entrepreneurship Program. The Directorate General of Higher Education states that the success of Student Entrepeneurship Program can be seen from at least three indicators, namely (a) the number of students who succeed in entrepreneurial ventures (as entrepreneurs); (b) the formation of entrepreneurial education model in universities and colleges; and (c) the establishment of a strong and self supporting institution of entrepreneurial education which coordinates activities relating to entrepreneurship in a university/college.

One indicator of the success of Student Entrepreneurship Program determined by the Directorate General of Higher Education is the number of students who succeed in entrepreneurial ventures (Direktorat Pembelajaran dan Kemahasiswaan, 2013). If we see the number of students who are interested in Student Entrepreneurship Program, it is certain that this program needs to be encouraged. The number of students who are interested in Student Entrepreneurship Program in Airlangga University is very small, less than 1% of the total number of new students. Thus, Student Entrepreneurship Program in Airlangga University is not yet successful. Based on that situation, this study wants to observe the relationship of student's achievement motivation and student's attitude and entrepreneurial characteristics.

MATERIALS AND METHODS:
RELATIONSHIP BETWEEN MOTIVATION AND ATTITUDE:

Entrepreneurs who have high achievement motivation will also have attitude and behavior which support their aims. The behavior which is formed by motivation will influence an entrepreneur in carrying out his/her venture. According to McClelland *et al.* (in Tamizharasi and Panchanatham, 2010): "…through that work for the past, several deeds provided adequate evidence to suggest that n-Ach may be one of the sources of entrepreneurial motivation. Their studies showed that n-Ach scores were positively significantly related to entrepreneurial behavior in young men and n-Ach could be used to predict entrepreneurial behavior among businessmen." This explanation shows a positive relationship between achievement motivation and entrepreneurial behavior, and the behavior resulted from the achievement motivation will influence an entrepreneur in carrying out his/her venture. An entrepreneur

who has a motivation which urges him/her to achieve success will have a behavior which supports the need for achievement and success, which will result in a positive attitude towards the object or activity which has been planned. Hence, the researchers hypothesize:

H_1: There is a significant influence of achievement motivation on entrepreneurial attitude of the entrepreneurial students of Airlangga University.

Several theories of motivation have been studied by researchers, including the general concept of motivation, namely the theory of motivation according to needs which is known as the Maslow theory (Robbins and Judge, 2010), which proposes that a person's motivation develops according to the level of needs that has been satisfied. Later, this theory is followed by the theory of work motivation and achievement motivation. Work motivation theories include the motivation theory of Aldefer namely ERG, the two factors theory of Herzberg, the Need Urge theory of Murray, and the Expectation theory of Victor Vroom. Basically, each theory presents the emergence of motivation in a person in relation to his/her work.

Then, the motivation theory developed by David McClelland which is known as Achievement Motivation theory. McClelland (in Robbins and Judge, 2010) states that "a force in human mental to do an activity better, more quickly, more effectively, and more efficiently than the previous activity." He adds that "certain individuals have strong motivation to success." They strive harder to attain personal achievement rather than to obtain reward. They choose to do something better or more efficiently than in previous times. This urge is a need for achievement. This statement explains that an individual with a high performance distinguishes himself/herself from other individuals according to his/her desire to do things well, such as in situations which require responsibility. The desire towards achievement becomes an urge which motivates a person. This need theory tries to explain and predict a person's performance behavior based on the need for achievement, power, and affiliation (Lussier and Achua, 2004).

There are several characteristics of an individual who has achievement motivation as given by Gellerman (1984) namely:

1. The work performance he/she achieves comes from his/her own efforts, not because of luck.
2. Enjoys work which gives accurate and definite feedbacks.
3. His/her work satisfaction is determined by the work he/she does.
4. Prefers skilled work partners rather than good work partners who do not have skills.
5. Get the job done completely with maximum result.
6. An individual with high achievement motivation tends to be stronger under social stress than an individual with a low achievement motivation.
7. Has a good memory of the tasks that are not yet finished.
8. When faced with complex tasks, an individual with high achievement motivation will do the tasks well.

This study uses the motivation theory developed by McClelland (Lussier and Achua, 2004) which states that there are three types of motivation (achievement, affiliation, power) which are used as measurement indicator for students who received fund from Student Entrepreneurship Program of Airlangga University in year 2010, namely:

1. Need for achievement: The urge to excel, to reach the standards, to work hard to succeed (Robbins and Judge, 2010). Individuals with a great need for achievement (n-Ach) try to excel and therefore tend to avoid situations with low risks and situations with very high risks. N-Ach individuals need periodic feedbacks to monitor the progress of their achievement. It is better for them to work alone or with other individuals having high n-Ach.
2. Need for Affiliation: The desire to establish a friendly and warm interpersonal relationship (Robbins and Judge, 2010). Individuals with a great need for affiliation (n-Aff) require a harmonious relationship with other people and need to feel accepted by other people. They work in obedience to the norms of their work group, strive for friendship, prefer cooperative situations, and expect a relationship which involves great mutual understanding.

This study employs Need for Achievement and Need for Affiliation components as indicators of motivation measurement because the object of this study is in the form of group namely the students who receive fund from Student Entrepreneursip Program. However, we do not use the Need for Power compooent since it does not suit the condition in the field and the studied object which is the students who receive fund from Student Entrepreneurship Program and who do not require nor have the Need for Power (n-Pow).

THE RELATIONSHIP BETWEEN ATTITUDE AND ENTREPRENEURIAL CHARACTERISTICS:

The attitude of an entrepreneur has a significant relationship with entrepreneurial characteristics. This fact is found by previous studies (Stuart and Abetti, 1990; Izquierdo and Buelens, 2008). A person's innovative attitude influences his/her success in entrepreneurial venture. Entrepreneurial success is reflected by a person who has entrepreneurial characteristics, namely being innovative. Entrepreneurs who wish to achieve success in their business must have entrepreneurial characteristics which include: being honest, being innovative, being creative, having a vision towards the future, perservering, working seriously, having good planning, having good reputation.

A person's attitude is influenced by and also influences his/her daily behavior, influences the perspective he/she chooses concerning an object, consciously or unconsciously. As stated by Robbins and Judge (2010), "an attitude is an evaluative statement, whether pleasing or displeasing, about an object or an individual or an event." According to Azjen (Sobur, 2009), "an attitude is disposition to respond favorably or unfavorably to an object, person, institution or event". Similarly is the view of Greenwald and Mahzarin (1995) who propose, "Attitudes are favorable or unfavorable dispositions toward social objects, such as people, places, and policies."

To achieve success, an entrepreneur must also have an attitude which supports his/her efforts to succeed. Attitude is never separate from behavior. In order to achieve success, an entrepreneur must have good attitude and behavior, which are usually oriented to positive advancement. It has been stressed that the study of attitudes is helpful in explaining the entrepreneurship phenomenon (Drucker, 1986; Olson and Bosserman, 1984; Phan, Wong, and Wang, 2002; Izquierdo and Buelens, 2008). Garavan and O'Cinneide (in Izquierdo and Buelens, 2008) add that because attitudes are relevant in influencing innovative and entrepreneurial behavior.

The study of Izquierdo and Buelens (2008) draws the following conclusion that On the one hand, the study confirms that attitudes toward entrepreneurial acts positively affect intentions to new venture creation, thus contributing to the theory of planned behavior ... According to these results, attitudes toward entrepreneurial acts positively affect intentions regardless of how this influence is exerted. By having entrepreneurial attitude, an entrepreneur will be more focused in carrying out his/her planned venture, thus he/she will behave and perform more maximally to achieve success. Given those views the researchers hypothesize:

H_2: There is a significant influence of attitude on entrepreneurial characteristics of the entrepreneurial students of Airlangga University.

This study applies the propositions of Timmons and McClelland, Thomas F. Zimmerer (in Suryana, 2006), as indicators of attitude and behavior measurement of successful entrepreneurs, but not all the characteristics in the propositions are used. The characteristics of the attitude of successful student entrepreneurs who receive fund from Student Entrepreneurship Program are as follows:

1. Commitment and determination: having the commitment and the strong resolution to give all attention to the venture.
2. Desire for responsibility: having a feeling of responsibility in controlling the resources used in the venture and also feels responsible for the success of the venture.
3. Opportunity obsession: ambitious to find opportunities.
4. Tolerance for risk, ambiguity, and uncertainty: can stand risks and uncertainties.
5. Self confidence: confident, optimistic, and have a strong conviction of success.
6. Creativity and flexibility: able to respond to quick changes, and flexible by applying great creativity.
7. Desire for immediate feedback: always need immediate feedback.

8. High level of energy: Like to work hard and have a high striving power.
9. Motivation to excel: have the urge to always perform excellently.
10. Orientation to the future: is oriented to the future by expecting and looking at a better future.
11. Willingness to learn from failure: always learn from failure, is never afraid of failure and focus his/her capabilities towards success.
12. Leadership ability: the ability to lead, using his/her influence and applying mediator and negotiator strategies rather than dictatorial strategy.

THE RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ENTREPRENEURIAL CHARACTERISTICS:

An entrepreneur always has a goal which he/she wants to reach. To reach the goal, an entrepreneur has a high motivation as an urge inside himself/herself to achieve success. There are many theories about the motivation which urges an entrepreneur to achieve success. The most famous theory is the theory of McClelland who proposes that "a high need for achievement is a personal characteristic of an entrepreneur". McClelland's proposition is confirmed by Tamizharasi and Panchanatham (2010)who states, "Through that work for the past, several deeds provided adequate evidence to suggest that n-Ach may be one of the sources of entrepreneurial motivation." By having a high motivation for achievement, an entrepreneur will always have the desire to excel, to work better than other people to achieve success. In the study of Sarri and Trihopoulou (2005) found the relationship between motivation and personal entrepreneurial characteristics of woman entrepreneurs in the start-up phase in Greece. Woman entrepreneurs are motivated by pull factor which refers to economical issues and self fulfilment, which includes the need for creativity, autonomy, and self support, and the need to be innovative in entrepreneurial activities. The object of the study were 120 woman entrepreneurs in Greece who were selected at random.

This study uses the entrepreneurial measurement indicator which refers to the proposition of Hadzima, a lecturer at MIT Sloan School of Management (2005) with several modifications to adjust it to the condition of the entrepreneurial students of Airlangga University of year 2010. Hadzima measures the characteristics of effective entrepreneurs by employing seven indicators namely ability to deal with risk, result oriented, energy, growth potential, task player, multitasking ability and improvement oriented. Therefore, the researchers hypothesize:

H$_3$: There is a significant influence of motivation on entrepreneurial achievement of the entrepreneurial students of Airlangga University.

CONCEPTUAL FRAME:
Following is the conceptual frame of the study:

Picture 1
Conceptual Frame
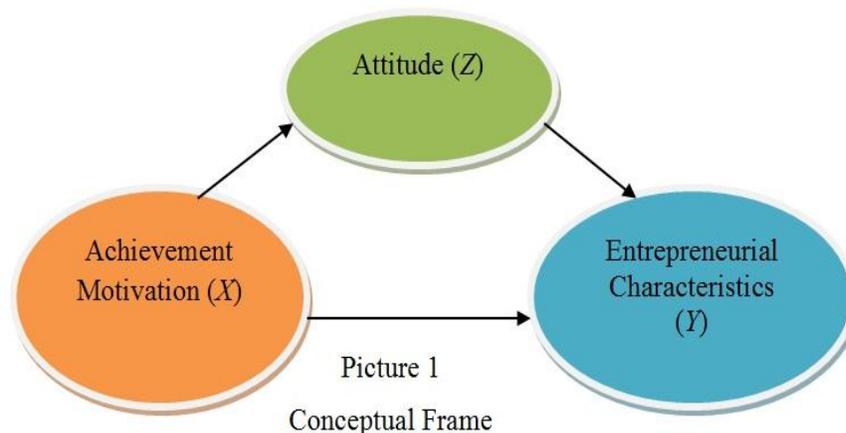
The analyisis model describes achievement motivation (*X*) as exogen variable, attitude (*Z*) and entrepreneurial characteristics (*Y*) as endogen variables. *X* influences *Z* and *Y*, while *Z* influences *Y*.

RESEARCH METHOD:

The study uses quantitative approach and has the characteristic of a case study. The population of the study amounts to 54 groups of entrepreneurial students from Student Entrepreneurship Program of Airlangga University in year 2010 who can be contacted. The sampling method used in the study is sensus. The analysis tool of the study is PLS.

The answers to the questionnaires are obtained through telephone interviews. The variables of the study are exogen and endogen. The measurement of achievement motivation (*X*) refers to McClelland (Lussier and Achua, 2004) which is modified by only using the Need for Achievement and the Need for Affiliation components. The measurement of attitude variable (*Y*) uses the modified instrument of Suryana (2006). The instrument used for measuring entrepreneurial characteristics refers to modified instrument of Hadzima (2005). The measurement of achievement motivation, attitude, and entrepreneurial characteristics variables are based on respondents' answers to questions of the questionnaire, and defined by using the Likert scale, as follows:

1 = very disagree
2 = disagree
3 = neutral
4 = agree
5 = very agree

RESULTS:

The results of validity and reliability tests prove that the instruments used in this study are valid and reliable. The validity of the measurement tools is known from the measurement result of product moment correlation from Pearson, where the *r* value of the achievement motivation, attitude, and entrepreneurial characteristics indicators of the students from Student Entrepreneurship Program is bigger than 0.3 (Solimun, 2000). Then we carry out reliability test on the instruments of the study in order to find out the consistency of the instrument when measurement is performed more than one time, or when the measurement tools are used for similar phenomenon concerning achievement motivation, attitude, and entrepreneurial characteristics variables. In this study, the reliability test uses the techniques for measuring the reliability of internal consistency by calculating the cronbach alpha (α). The reliability test is carried out by comparing to the alpha of 0.6. A measurement item is reliable when its alpha coefficient is bigger than 0.6 (Malhotra, 2003).
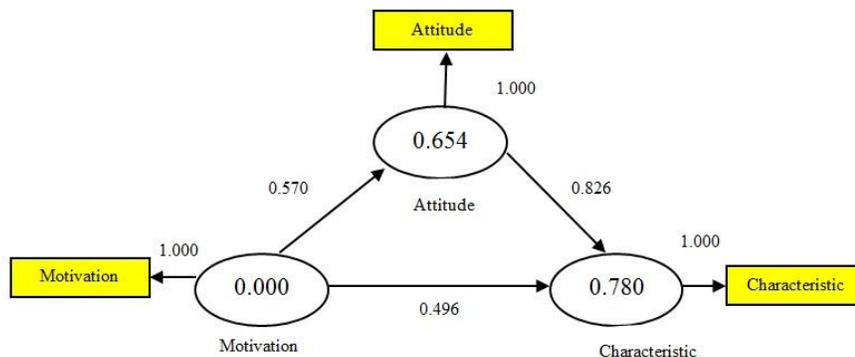
Picture 2

Path Diagram

PLS test is an analysis method which is not based on many assumptions; the data need not be normally distributed; with nominal category scale, ordinal, interval, to ratio. PLS can be used to confirm theories and to explain whether there is a relationship between latent variables or not. The following is the result of the analysis test model by using PLS for achievement motivation, attitude, and entrepreneurial characteristics variables.

Table 1: Estimation of Coefficient Value between Variables

Relationship between Variables	Original Sample Estimate
Achievement Motivation→ Attitude	0.570
Attitude → Entrepreneurial Characteristics	0.726
Achievement Motivation → Entrepreneurial Characteristics	0.496

Based on Table 1 we can make the following interpretations:

1. The estimated coefficient of achievement motivation to attitude is 0.570. This coefficient is positive which means that when the achievement motivation of entrepreneurial students raises, their attitude towards entrepreneurial activities will also improve. On the other hand, when the achievement motivation is low, their attitude will also be less positive.
2. The estimated coefficient of entrepreneurial attitude to entrepreneurial characteristics is 0.726. This coefficient is also positive, which means that when entrepreneurial attitude improves, entrepreneurial characteristics will also improve, or the other way round.
3. The estimated coefficient of entrepreneurial motivation to entrepreneurial achievement is 0.496. This coefficient is positive which means that when achievement motivation is higher, the entrepreneurial characteristics will also improve, or the other way round.

Table 2: R Value – Square Model

Variable	R-Square
Achievement Motivation	0.000
Attitude	0.654
Entrepreneurial Characteristics	0.695

Based on the R-square value in Table 2, the model shows the influence between variables. Attitude variable is influenced by achievement motivation variable, which is represented by the value of 0.654. This means that attitude variable is influenced by achievement motivation variable as high as 65.4%. The R-square value for entrepreneurial characteristics is 0.695, which means that entrepreneurial characteristics is influenced by attitude and achievement motivation as high as 69.5%.

The hypothesis test is performed by using t test. The statistical t is significant when it is bigger than 1.96. Table 3 shows that all the hypotheses of this study is confirmed.
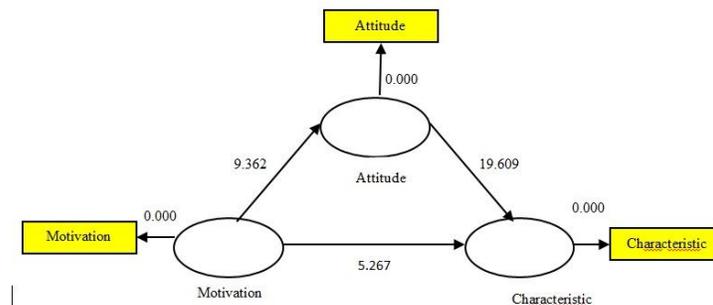
Picture 3

t Test

Table 3: Influence between Variables Test

Relationship between Variables	calculated *t*
Achievement Motivation → Attitude	9.362
Attitude → Entrepreneurial Characteristics	19.609
Achievement Motivation → Entrepreneurial Chaaracteristics	5.267

DISCUSSION:
THE INFLUENCE OF ACHIEVEMENT MOTIVATION ON ATTITUDE:

Achievement motivation has a significant influence on the attitude of entrepreneurial students with a calculated *t* of 9.362 > 1.96, which coressponds with the *R-square* determination coefficient of 0.654 in Table 3. This means that 65.4% entrepreneurial attitude is influenced by achievement motivation while the other percentage is influenced by other variables outside the model in this study. This influence of achievement motivation on the attitude of entrepreneurial students agrees with the theory of Mc-Clelland *et al.* in Tamizharasi and Panchanatham (2010) which states that ”Their studies showed that n-ach scores were positively significantly related to entrepreneurial behavior in young men and n-Ach could be used to predict entrepreneurial behavior among businessmen.” Behavior is the act of an attitude. When an entrepreneur has a high motivation, he/she will have a consistent attitude which accords with the urge which pushes him/her to achieve the desired result. The positive regression coefficient of motivation variable on attitude shows a one-way relationship, which means that when an entrepreneurial student is highly motivated, he/she will have positive behavior and attitude towards entrepreneurial activities which will support his/her success in entrepreneurial venture.

THE INFLUENCE OF ENTREPRENEURIAL ATTITUDE ON ENTREPRENEURIAL CHARACTERISTICS:

Entrepreneurial attitude has a significant influence on entrepreneurial characteristics with a calculated *t* of 19.609 > 1.96. This influence of attitude on entrepreneurial achievement agrees with the theory of Drucker (in Izquierdo and Buelens (2008), which proposes that "it has been stressed that the study of attitudes is helpful in explaining the entrepreneurship phenomenon." While Garavan & O'Cinneide (in Izquierdo and Buelens (2008) add that "because attitudes are relevant in influencing innovative and entrepreneurial behavior." The regression coefficient of attitude variable on entrepreneurial characteristics variable is positive which indicates a one-way relationship. This means that when entrepreneurial students have good attitude towards entrepreneurship, their entrepreneurial characteristics will improve. This finding is confirmed by the description of respondents' answers to the questionnaire, in which the boldness to take risk in uncertain situations indicator shows the highest point, with an average of 4.43. This means that in carrying out their entrepreneurial venture, the students are capable to estimate their resources for meeting the situations and needs of the market, so that they have the boldness to take a risk. The students' consistent efforts in entrepreneurial venture build their self-confidence to take risk by creatively finding new opportunities.

THE INFLUENCE OF ACHIEVEMENT MOTIVATION ON ENTREPRENEURIAL CHARACTERISTICS:

Results of the study show that there is a significant influence of the students' achievement motivation on their entrepreneurial achievement with a calculated *t* of 5.267 > 1.96. This corresponds with the *R-square* determination coefficient of 0.695 in Table 2, which means that 69.5% entrepreneurial characteristics is influenced by achievement motivation and attitude towards entrepreneurship, while the other 30.5 % is influenced by other variables outside the model in this study. This influence of motivation on entrepreneurial achievement agrees with the theory of McClelland (in Sarri and Trihopoulou, 2005) which proposes that "a high need for achievement is the personal characteristic of an entrepreneur." This proposition is confirmed by McClelland *et al.* in Tamizharasi and Panchanatham

(2010) who state, "Through that work for the past, several deeds provided adequate evidence to suggest that n-Ach may be one of the sources of entrepreneurial motivation." The positive regression coefficient of motivation variable on entrepreneurial characteristics shows a one-way relationship. This means that when an entrepreneurial student has a high achievement motivation, his/her entrepreneurial characteristics will improve.

THE RELEVANCE OF THE STUDY RESULTS TO THE DEVELOPMENT OF ENTREPRENEURIAL LEARNING DESIGN

The learning design should be adjusted to the findings of this study which proves that entrepreneurial characteristics which is estimated by the following indicators, namely ability to deal with risk, result oriented, energy, growth potential, task player, multitasking ability and improvement oriented, is influenced by entrepreneurial attitude which is estimated by the following indicators: Desire for Responsibility, Commitment and Determination, Opportunity Obsession, Tolerance for Risk, Ambiguity, and Uncertainty, Self-Confidence, Creativity and Flexibility, Desire for Immediate Feedback, High Level of Energy, Motivation to Excel, Orientation to the Future, Willingness to Learn from Failure, and Leadership Ability. Future entreprenurial learning design should be aimed at building entrepreneurial characteristics through shaping entrepreneurial attitude, which is presented in the curriculum.

CONCLUSION AND SUGGESTION:

The entrepreneurial students' achievement motivation has a significant influence on their attitude. This finding agrees with the findings of Izquierdo and Buelens (2008) and Robbins and Judge (2010) which explain intention as a component of motivation besides direction and persistence which influence the students' attitude in entrepreneurial venture. The students' achievement motivation and affiliation motivation build their entrepreneurial attitude, which cause them to be commited to their entrepreneurial venture and to give more attenttion to the venture.

The entrepreneurial students' attitude has a significant influence on their entrepreneurial characteristics. This finding confirms that students who are committed to their entrepreneurial venture and give more attention to the venture, feel responsible for the management of their venture, try to find new opportunities, can stand the risk of uncertainties, who are self confident, creative and flexible, who always need immediate feedback, like to work hard and have high striving power, have the urge to excel, are future oriented, are willing to accept failure and have leadership ability, will establish entrepreneurial characteristics which have the ability to deal with risk, are result oriented, are energetic, have growth potential, act as task player, have multitasking ability and are improvement oriented.

The achievement motivation has a significant influence on entrepreneurial characteristics. The students' achievement motivation and affiliation motivation promote their entrepreneurial characteristics, which cause them to have multitasking ability and to be oriented to improvement and advancement.

Based on the results of the study, we would like to suggest to the university that the success of Student Entrepreneurship Program can be achieved by building students' entrepreneurial characteristics through shaping students' entrepreneurial attitude which is presented in the entrepreneurial learning design curriculum. When students have entrepreneurial attitude, their entrepreneurial characteristics will be built. The students can be given soft skills which cause them to have committment, self confidence, creativity, and flexibility.

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ENGLISH LANGUAGE NEEDS OF TEACHERS AT BANGPLAMA SOONGSUMARNPADHUNGWIT SCHOOL, SUPHANBURI, THAILAND

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ABSTRACT

Descriptive in nature, the study explores the English language needs of teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi, Thailand. Furthermore, it correlates the teachers' language needs to their profile.

The study used needs assessment (NA) in collecting and analyzing the data gathered from a survey distributed to the teachers. Frequency count, percentage, rank, mean and correlation measures were used to treat the data. Findings of the study reveal that the teachers are handling Vocational Education, Science, Mathematics, Thai Language, Foreign Language (including English), MAPE and Social Studies. Most of them are females. The respondents are dominated by teachers who are new in the profession yet they almost have equal number to that of teachers who have been in the profession for long years. Most of the respondents have attended 0-2 number of trainings in English.

Results further show that the teachers have so much need on Listening, Reading, Culture-oriented and Computer-assisted Language Learning (CALL) skills. They also indicated that they have needs on Speaking, Writing and Test Preparation skills. Thus, courses along these areas may be designed and developed to address their needs. Notably, the teachers' Writing, Culture-oriented and CALL needs have significant relationship with the number of trainings in English they attended while their Test Preparation needs have significant relationship with their number of years in the profession.

Keywords: Needs assessment (NA), English language needs, language courses, General English Language Needs Analysis (GELNA)

INTRODUCTION:

It cannot be denied that the universal language is English. As the world gets into globalization, the English language continuously becomes a powerful vehicle for communication. Thus, if one wants to become globally competitive, he or she has to be competent with the language.

According to Hutchinson and Waters (1987), the expansion of scientific, technical and economic activities in international scale after the end of the Second World War in 1945, led to the importance of English as a result of the economic power gained by the United States.

As English became the accepted international language of technology and commerce, it created a new generation of learners, who knew why they were learning a language (Hutchinson & Waters, 1987). Rodgers (1969, as cited in Hutchinson & Waters, 1987) expresses that developments in educational psychology also contributed to the rise of ESP by emphasizing the central importance of the learners and their attitudes to learning. Learners were seen to have different needs and interests, which had an important influence on their motivation to learn and therefore on the effectiveness of their learning. This led to the support of the development of the courses in which relevance to learners needs and interests were of great importance.

However, identification of the needs calls for a systematic way. This systematic way is defined as Needs Assessment (NA). Broadly defined, NA is a procedure to collect information about learners' needs (Richards, 2001). Further, York (1982, as cited in Reviere, 1996) defines needs assessment as the ordering and prioritization of community needs. So, two steps need to be followed in order to fulfill the aim of a needs assessment. These include: 1) data gathering; and 2) analyzing data.

For Brown (1995), NA is considered a crucial component of systematic curriculum development. In his systematic curriculum development model, it is the first phase of an ongoing quality control process. Thus, he defines NA as the systematic collection and analysis of all relevant information necessary to satisfy the language learning requirements of the students within the context of the particular institutions involved in the learning situation.

Applied to language context, it may be defined as the process of determining the needs for which a learner requires a language and arranging the needs according to priorities.

In another definition of needs assessment, Stufflebeam, McCormick, Brinkerhoff, and Nelson (1985) point out that it is the process of determining the things that are necessary or useful for the fulfillment of a defensible purpose.

Needs assessment was introduced into language teaching through the English for Specific Purposes (ESP) movement. Hutchinson and Waters (1987) define ESP as an approach to language teaching, course design and materials development in which all decisions as to context and method are based on learners' reason for learning. By the 1980s, in many parts of the world a "needs-based philosophy" emerged in language teaching, particularly in relation to ESP and vocationally-oriented program design (Brindley, 1984 as cited in Richards, 2001).

The importance of needs assessment is not just emphasized in English for Specific Purposes (Hutchinson & Waters, 1987) but also in English for Academic Purposes (Jordan, 1997), in general language courses espousing learner-centered curricula (Nunan, 1988), task-based curricula (Long & Crookes, 1992) and performance-assessment (Norris, Brown, Hudson, & Yushioka, 1988).

In Thailand, English is a foreign language. But the Thais feel the need to learn English especially that their country is moving towards ASEAN 2015. Thus, they are not exempted from the responsibility to prepare themselves for the said endeavor. Along with this preparation is the proposition for the Thais to learn the English language, since it is the only language that connects them to the members of the ASEAN. Thus, learning the English language is a must.

In Bangplama Soongsumarnpdhungwit School located at Bangplama District, Suphanburi, the administrators and the teachers are open-minded to learn the language. For them, they believe that they cannot fully prepare their children to become globally competitive when they themselves are not competent with the English language. They strongly believe that when they are equipped with the right skills and competence in English they are able to influence their students to also learn and use the language. Consequently, it is indispensible to identify the teachers' English language needs to provide them the language courses or program they need.

NA is generally administered to a particular target group of students at a program-level. However, in this study, the respondents are teachers and not students. Nonetheless, the teachers are considered students since they are learners of the English language. They are the intended users of a developed English Language Program, which can be a recommended output of this study.

It is in this picture that the study was conducted to identify the English language needs of the teachers, analyze these needs and articulate these to the offering of English language courses or English Language Program that is intended for the teachers. The researcher believes that through this procedure, the needs of the teachers are properly addressed.

STATEMENT OF THE PROBLEM:

This study aims to assess the English language needs of the Thai teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi Province, Thailand. Specifically, it sought to answer the following questions:

1. What is the profile of the Thai teachers at Bangplama Soongsumarnpadhungwit School in terms of:
   a. subject handled/taught;
   b. sex;
   c. number of years in the profession; and
   d. number of trainings in English attended?
2. What are the English language needs of the Thai teachers in the said school?
   a. To what extent/level do the teachers need the identified language needs?
3. Is there a significant relationship between the teachers' English language needs and their profile?

SCOPE AND DELIMITATION OF THE STUDY:

This study focused on the English language needs of the Thai teachers at Bangplama Soongsumarnpadhungwit School, Suphanburi, Thailand. Thus, its result is only limited to those identified by the respondents.

The identified language needs were correlated to the teachers' profile in terms of subject taught, sex, number of years in the teaching profession and number of trainings in English attended.

The General English Language Needs Analysis (GELNA) instrument developed by Kumazawa Takaaki (2005) was the instrument used in the study. Highlight of the instrument is the list of language needs covering seven sections (speaking, listening, reading, writing, culture-oriented, test preparation and computer-assisted language learning) that correspond to seven English language courses.

METHODOLOGY:

The study used the descriptive design since it described the respondents' profile and   their English language needs as well as the relationship that exists between the variables.

The Bangplama Soongsumarnpadhungwit School located at Suphanburi Province in Thailand served as the locus of the study. The school is a public high school and is considered as one of the biggest schools in Bangplama District. It is governed by a school director. Its faculty, composed of 120 teachers including four (4) foreigners, teach Science, Mathematics, Foreign languages, Thai Language, Social Studies, Music, Arts and Physical Education (MAPE) and Vocational Education (Business, Food Technology, Computer Education, and Agriculture). Of this number, 74 served as respondents in the study which was selected through purposive sampling.

The study used Needs Assessment (NA) as its research methodology, which involves collection and analysis of data. NA is a systematic way of identifying and analyzing pressing needs. It is the ordering and prioritization of community needs. Thus, this methodology is suitable for this ongoing study.

The GELNA instrument developed by Kumazawa Takaaki (2005) was used as survey instrument to gather the needed data. The first part of the instrument asks for the profile of the respondents, particularly the subject they teach or handle, sex, number of years in the profession and the number of trainings in English they already attended. The second part of the instrument asks for the English language needs of the teachers. It contains seven sections (speaking, listening, reading, writing, culture-

oriented, test preparation and computer-assisted language learning) that correspond to seven English language courses. The items are disarranged so that the respondents could not immediately pinpoint or detect the language course they need. Thus, a valid result would be arrived at.

The items in the GELNA instrument were translated from English to Thai which served as survey checklist. Copies of this instrument were distributed to the teachers and were asked to accomplish them. The teachers were also asked to indicate the extent or level of their need to the language needs listed in the checklist.

The data gathered were tabulated, analyzed and interpreted using frequency, percentage, rank, mean, and correlation measures such as the Pearson and eta correlation.

The following four-point scale and range of intervals were also used to interpret the teachers' responses in the survey checklist:

Scale	Range of Interval	Descriptive Interpretation
1	1.00-1.75	Not Much Needed
2	1.76-2.50	Not Needed
3	2.51-3.25	Needed
4	3.26-4.00	So Much Needed

RESULTS AND DISCUSSION:
Profile of the Thai Teachers at Bangplama
Soongsumarnpadhungwit School

Table 1 shows the profile of the Thai teachers at Bangplama Soongsumarnpadhungwit School. The teachers' profile was limited only to the subject they teach, sex, years in the teaching profession and the number of trainings in English attended.

Table 1. Profile of the Thai teachers at Bangplama Soonsumarnpadhungwit School

Profile of the Teachers	Frequency (f)	Percentage (%)	Rank (r)
Subject Handled/ Taught			
Science	11	14.86	3.5
Mathematics	11	14.86	3.5
Foreign Language	11	14.86	3.5
Thai Language	11	14.86	3.5
Social Studies	8	10.81	7
MAPE	10	13.51	6
Vocational Education	12	16.22	1
Total	*74*	*100.00*	
Sex			
Males	16	21.62	2
Females	58	78.38	1
Total	*74*	*100.00*	
Number of Years in the Profession			
0-4 years	27	36.49	1
5-9 years	6	8.11	5
10-14 years	5	6.75	6.5
15-19 years	5	6.75	6.5
20-24 years	3	4.05	8
25-29 years	8	10.81	4
30-34 years	10	13.52	2.5
35-39 years	10	13.52	2.5
Total	*74*	*100.00*	

Number of Trainings in English Attended

0-2 trainings	68	91.89	1
3-5 trainings	2	2.70	3
6-8 trainings	0	0.00	4.5
9-11 trainings	0	0.00	4.5
12 trainings and above	4	5.41	2
Total	*74*	*100.00*	

Table 1 reveals that 74 Thai teachers served as respondents in the study. Twelve (16.22%) of them are handling Vocational Education subjects (i.e. business, agriculture, food technology, and computer education) followed by Science, Mathematics, Foreign Languages (i.e., English, Chinese, and Filipino, etc.) and Thai Language with 11 (4.86%) teachers from each discipline. The least represented subjects in the study are MAPE (Music, Arts and Physical Education) and Social Studies, with 10 (13.51%) and 8 (10.81%) teachers, respectively.

It can also be observed from the same table that 16 (21.62%) of the respondents are males while 58 (78.38%) are females. This result confirms the findings of Agurita (2009) and Ramirez (2010) in their studies that in the teaching profession, there are more female than male teachers. Such result only means that female teachers are dominating the population of teachers at Bangplama Soongsumarnpadhungwit School.

As regards the number of years in the teaching profession, it is indicated that 27 (36.49%) of the respondents have 0-4 years in the service. Ten (13.52%) each for respondents with 35-39 years and 30-34 years in the teaching profession. Eight (10.81%) have 25-29 years, six (8.11%) have 5-9 years, and five (6.75%) each have 10-14 years and 15-19 years in the teaching profession. Further, three (4.05%) of the respondents have 20-24 years in the profession. This indicated result means that the faculty of the school is dominated by teachers, who are young in the profession, making them in the top rank (rank 1). However, it is also significant to note that teachers, who have been in the teaching profession for long years (i.e., teachers with 25-29, 30-34, and 35-39 years in service), are in the second to fourth rank. Thus, with the total number of respondents in the study, it can be said that there is almost a balance in the number of young and old teachers who have been in the profession.

The same table also shows the respondents' number of trainings in English attended. It can be gleaned from the table that 68 (91.89%) of the respondents have 0-2 trainings, four (5.41%) have more than 11 trainings, and two (2.70%) have 3-5 trainings in English attended. This only means that almost all the teacher-respondents have not yet attended trainings in English. Many of them are linguistically disabled in English. Such result and claim are confirmed in an interview by one of the English faculty saying that most of the teachers at Bangplama Soongsumarnpadhungwit School have 0-5% knowledge of English. Thus, this strongly supports the conduct of assessment on the English language needs of the said teachers to equip them the necessary linguistic and communicative competence and skills.

Teachers' English Language needs and the Extent or Level of Need

Table 2 shows the English language needs of the Thai teachers and the extent or level of need to these identified needs.

Items 1, 4 and 13 in the checklist deal with culture-oriented needs. It can be observed from the table that the teachers have so much need on learning concepts on cross- cultural communication such as cultural values and practice many activities that make them understand their own culture and aware of cultural differences, as indicated by the mean ratings of 3.30 and 3.27, respectively. Likewise, they signified that they need to learn how to handle situations when they encounter cross-cultural differences, as shown by the mean rating of 3.22. For the Thais, culture is like a filter, blocking or letting through a set of learned patterns and attitudes that form its core values. Thus, they have to be equipped with skills in understanding different cultures so as to break the barrier that hinders them from learning others. Trying to analyze cultural influences that shaped people's experiences demands a knowledge of their own culture and cultural values in relationship to the values held by others

(Aebersold & Field, 1997).

As regards needs on computer-assisted language learning (CALL) which were spelled out in items 10, 17 and 18 in the checklist, the teachers agreed that they have so much need to use authentic audio-visual materials such as videos, CDs, and attend classes that use computers for learning, as shown by the computed mean ratings of 3.42 and 3.38, respectively. Moreover, they pointed out that they need to practice making their homepages in English as shown by the mean rating of 2.99. The Thai teachers believe that when they are equipped with skills to use computer-assisted language learning, they can easily learn the target language, the English language.

Barron (2002) noted that technology is evolving at a rapid pace, fuelled by faster, smarter, more powerful, less expressive and easy-to-use gadgets. Obviously, life nowadays is driven by advanced technologies. It cannot be denied that the language of the information age is English. Computers talk to each other in English. More than eighty percent of all information stored in more than a hundred million computers around the world is in English. Eighty-five percent of international telephone conversations are conducted in English, as are three fourths of the world's mails, telefaxes, and cables. Computer program instructions and the software itself are often supplied only in English (Llagas, 1998).

For the Thai teachers, being adept in the use of modern technologies means easy access to the English language and to the whole world, in general.

Table 2. Teachers' English language needs and the extent or level of need

Language Needs	Overall Mean (Extent/ Level of Needs)	Descriptive Interpretation
A. Culture-oriented		
I need to learn concepts in cross-cultural communication such as cultural values. (1)	3.30	So Much Needed
I need to practice many activities that make me understand my own culture and aware of cultural differences. (4)	3.27	So Much Needed
I need to learn how to handle situations when I encounter cross-cultural differences. (13)	3.22	Needed
Composite Mean	*3.26*	*So Much Needed*
B. CALL (Computer-assisted Language Learning)		
I need to practice making my homepage in English. (10)	2.99	Needed
I need to take a class that uses authentic audio-visual materials such as videos, CDs, and audio. (17)	3.42	So Much Needed
I need to take a class that uses computers for learning. (18)	3.34	So Much Needed
Composite Mean	*3.26*	*So Much Needed*
C. Listening		
I need to practice listening to be able to understand stress pattern and intonation. (2)	3.42	So Much Needed
I need to practice watching dramas or movies in English in order to be able to understand the content. (5)	3.35	So Much Needed
I need to practice listening extensively to get the main ideas. (15)	3.43	So Much Needed
Composite Mean	*3.40*	*So Much Needed*
D. Reading		
I need to learn reading skills such as reading rapidly and getting the gist. (3)	3.42	So Much Needed
I need to practice reading by focusing on the grammar of English texts and translating them into Thai. (6)	3.41	So Much Needed

I need to study the structures of English sentences. (7)	3.30	So Much Needed
Composite Mean	***3.37***	***So Much Needed***
E. Speaking		
I need to learn to discuss issues effectively in English. (8)	3.23	Needed
I need to practice making a speech and presenting ideas in English. (12)	2.96	Needed
I need to take a class in which my final grading is decided based on my score on test performance such as a speech. (16)	3.01	Needed
Composite Mean	***3.07***	***Needed***
F. Writing		
I need to practice writing papers in English. (9)	3.26	So Much Needed
I need to practice writing business letters in English. (11)	2.95	Needed
I need to take a class in which my final grading is decided based on the result of my paper. (14)	2.99	Needed
Composite Mean	***3.06***	***Needed***
G. Test Preparation		
I need to take a class where I solve many TOEIC, TOEFL, IELTS and STEP questions. (19)	2.97	Needed
I need to learn test-taking strategies to solve problems in TOEIC, TOEFL, IELTS and STEP. (20)	2.95	Needed
Composite Mean	***2.96***	***Needed***

In terms of need on listening skills, as expressed in items 2, 5, and 15 of the instrument, the teachers conveyed so much need to practice listening extensively to arrive at main ideas and practice listening to be able to understand stress pattern and intonation, as revealed by the computed mean ratings of 3.43 and 3.42, correspondingly. Furthermore, they articulated so much need to practice watching dramas or movies in English in order to be able to understand the content, as reflected by the mean rating of 3.35.

Listening is a physiological, intellectual and emotional process of converting sound waves into meaningful thought symbols (Brooks, 1974). To be effective listener, one must possess and adapt certain practices: find an area of interest; judge content, not delivery; delay evaluation; listen for ideas; be flexible; actively work at listening; resist distractions; exercise his or her mind; keep his or her mind open; and capitalize on though speed (Hernandez, 1997). Certainly, it pays to be a good listener so as to be involved in conversation. Simply, one who lacks listening skills cannot participate to dialogues, discussions and other verbal exchange of ideas. For the Thais, taking part in the communication process is a must.

In the instrument, items 3, 6, and 7 communicate needs on reading skills. Interestingly, the table shows that the teachers have so much need to learn reading skills such as reading rapidly and getting the gist of a selection and practice reading by focusing on the grammar of English texts and translating them into Thai, as shown by the mean ratings of 3.42 and 3.41, respectively. Moreover, they clearly expressed their need to study the structures of English sentences, as shown by the mean rating of 3.30.

According to Shaywits (2003), reading is the most complex of human functions. Reading in any language poses a challenge, but reading in English is particularly difficult. Some language systems are based on a system where each syllable is represented by a written symbol. When these symbols are learned one can read with relative ease (Snow, Burns & Griffins, 1998). Written English uses a system of letters to make up a spoken syllable. A letter alone does not refer to anything. It must be combined with other letters to represent a meaningful unit or syllable. These complexities in reading written English make the Thai teachers yearn for reading skills. In fact, research has shown that one can predict, with reasonable accuracy,

language learners' future success by their reading level (Slavin, 1994).

Meanwhile, items 8, 12 and 16 in the instrument convey needs on speaking skills. As shown in the table, the teachers express their need to learn to discuss issues effectively in English. Likewise, they communicate their need to take a class in which their final grading is decided based on their scores on test performance such as a speech. Furthermore, they articulate their need to practice making a speech and presenting ideas in English. These teachers' needs are reflected by the computed mean ratings of 3.23, 3.01, and 2.96, respectively.

Aside from the needs on speaking skills, the teachers also indicate their need for writing skills. These needs for writing skills are gleaned in items 9, 11 and 14 of the instrument. Based on the table, it can be deemed that the teachers have so much need to practice writing papers in English, as conveyed by the computed mean rating of 3.26. Also, they communicate their need to take a class in which their final grades are decided based on the result of their papers and practice writing business letters in English as shown by the mean ratings of 2.99 and 2.95, correspondingly.

Interestingly, the teacher-respondents signify their need for test preparation in English, as specified in items 19 and 20 of the instrument. As shown in the table, the teachers express their need to take a class where they solve many TOEIC, TOEFL, IELTS and STEP questions, as shown by the mean rating of 2.97. Also, they recorded a mean rating of 2.95, to show their need to learn test-taking strategies to solve problems in TOEIC, TOEFL, IELTS and STEP.

English Language Courses for Thai Teachers

The result of the conducted needs analysis on the teachers' English language needs greatly serve as basis in the offering of several language courses in English for the teachers.

Based on following table, it can be gleaned that Listening (3.40), Reading (3.37), Culture-oriented (3.26) and Computer-assisted Language Learning (CALL) (3.26) courses are considered the so much needed courses by the teachers. As also indicated in the table, the other courses needed by the teachers include Speaking (3.07) and Writing (3.06) courses. Meanwhile, the least needed course identified by the teachers is the Test Preparation Course (2.96).

Thus, the English Language Program that can be offered to the identified teachers should include the English language courses summarized in Table 3.

Among the possible needs listed, listening occupies the top rank (rank 1). The ability to listen is the most important of all communication skills in any organization and states that there are problems involving the listening skill at workplaces – there is a tendency at times for some executives, supervisors and workers to talk more and fail to listen and not comprehend the notions of listening and hearing (Comstock, 1990).

Table 3. Summary of the English language needs and the English language courses that can be offered to the Thai teachers of Bangplama Soongsumarnpadhungwit School

English Language Courses	Overall Mean	Descriptive Interpretation	Rank
Culture-oriented Course	3.26	So Much Needed	3.5
CALL Course	3.26	So Much Needed	3.5
Listening Course	3.40	So Much Needed	1
Reading Course	3.37	So Much Needed	2
Speaking Course	3.07	Needed	5
Writing Course	3.06	Needed	6
Test Preparation Course	2.96	Needed	7

The indicated result coincides with one of the findings of the study of Ekici (2003), who conducted needs assessment on English language needs of Tour Guidance students. The result revealed that listening is perceived as the most important skill needed by the students. In another study, Kaur and Clarke (2009) conducted an analysis on the English language needs of Human Resource Staff in multinational companies. They found out that listening skills were rated as being the most important in the HR

department of several companies. Indeed, the respondents find listening skills a great need for them.

The results of the aforementioned studies, including the result of this present study, corroborate the contention of Richards (2001) that listening is a basic skill; it is a skill that has to be mastered before other macro-skills are learned. These only mean, therefore, that listening is the most vital skill one should possess for him or her to perform well in the natural world.

Following the needs for listening skills are the needs for reading skills. The need for reading is as great as ever for the reason that lack of skill in reading has potent effect in other areas. Surveys of adolescents and young adults with criminal records indicate that at least half have reading difficulties. Thus, there are those who believe that the special education population in schools could be reduced significantly by giving more attention to early interventions designed to prevent reading problems (Kotulak, 1996).

With the compelling effects of listening and reading, need for skills along these areas are considered and perceived by the Thai teachers to be great. For them, if their needs for listening and reading skills are addressed, there is a certainty that they are also able to eventually learn the other language skills. Thus, they can participate actively in international endeavors, such as the ASEAN 2015, and in other future endeavors.

Relationship between the Teachers' Language needs and their Profile

The study also aimed at finding out the relationship between the teachers' language needs and their profile that include subject taught/handled, sex, number of years in the teaching profession and number of trainings in English attended. This part of the study is considered exclusive. Several studies have been conducted along English language needs but only few (if none) have investigated on the correlation between respondents' profile and the respondents' language needs. Only few dared to venture along this area of concern, possibly because other researchers do not find this relevant when developing curriculum for language courses and programs. However, this study firmly finds it otherwise.

At 0.05 level of significance, their Writing and Culture-oriented needs are significantly positively related to the number of trainings in English they attended as shown by the computed correlation coefficient of 0.233. This means that the greater the number of trainings in English attended by the teachers, the greater is their Culture-oriented and Writing needs.

Table 4: Relationship between the teacher's English language needs and their profile

English Language Needs	Teachers' Profile			
	Subject Taught/ Handled	Sex	Number of Years in the Profession	Number of Trainings in English Attended
Culture-oriented	0.355	0.096	-0.112	0.233*
CALL	0.315	0.031	-0.078	0.310**
Listening	0.282	0.065	-0.028	0.158
Reading	0.156	0.073	-0.076	0.077
Speaking	0.253	0.015	-0.204	0.221
Writing	0.352	0.019	-0.118	0.257*
Test Preparation	0.272	0.014	-0.271*	0.199

*   significant at 0.05 level of significance (2-tailed)
**   significant at 0.01 level of significance (2-tailed)

Likewise, CALL needs of the teachers and the number of trainings in English they attended are significantly related at the 0.01 level of significance as indicated by the computed correlation coefficient of 0.310. This means that the more number of trainings in English attended by the teachers, the more their need for the CALL needs is.

Remarkably, the Test Preparation needs of the teachers are significantly inversely related to the

teachers' number of years in the teaching profession as shown by the computed correlation coefficient of -0.271which is significant at the 0.05 level of significance. This only means that the higher the teachers' number of years in the profession, the lower is their needs for Test Preparation. This means that they have already mastered skills in preparing tests.

CONCLUSIONS:

In the light of the findings, it can be concluded that the teacher-respondents are teaching Vocational Education, Science, Mathematics, Thai Language, Foreign Language (including English), MAPE and Social Studies. Most of them are females. The respondents are dominated by teachers who are new in the profession yet they almost have equal number to that of teachers who have been in the profession for long years. Most of the respondents too have 0-2 number of trainings in English attended.

Based on the result of the survey, the teachers indicated that they have so much need on Listening, Reading, Culture-oriented and Computer-assisted Language Learning (CALL) skills. They also indicated that they have needs on Speaking, Writing and Test Preparation skills. Thus, courses along these areas may be designed and developed to address their identified needs.

In terms of the correlation of the teachers' language needs to their profile, Writing and Culture-oriented needs have significant relationship with the teachers' number of trainings in English attended at 0.05 level of significance while CALL needs have significant relationship with the teachers' number of trainings attended in English at 0.01 level of significance. Notably, the Test Preparation needs of the teachers have significant relationship with the teacher's number of years in the teaching profession at 0.05 level of significance.

Needs Assessment (NA) is the most pervasive and organized method used in the educational system to address pressing needs of learners. With NA, one can see the order and priority of needs. It is believed, therefore, that this present study will be of great help to other research enthusiasts, curriculum designers, school administrators or officials, and teachers. It is further hoped that this study will contribute to the body of knowledge, particularly education and language.

RECOMMENDATIONS:

Based on the findings and conclusions, the researcher offers the following recommendations:
1. Other research enthusiasts should conduct similar study to other high school teachers in Thailand to validate the result of this study;
2. Curriculum designers should develop an English Language Program accompanying ready-to-use learning materials or kit based on the result of the study intended for the identified teachers to address their needs;
3. The school administrators and officials of Thailand should support the conduct of trainings of teachers on English to improve their communication skills in English; and
4. Thai teachers should continue to attend trainings on English to heighten their motivation and interest knowing their background in the said language.

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THE EMPLOYABILITY OF MATHEMATICS EDUCATION GRADUATES (2008-2013) OF A TEACHER EDUCATION INSTITUTION (TEI) IN THE PHILIPPINES

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ABSTRACT

This descriptive study determined the employment status and the retrospective evaluation of Bachelor of Secondary Education (BSEd) mathematics graduates of PNU-North Luzon. Eighty-one respondents from Batch 2008-2013 participated in the study. Results revealed that almost all of the respondents are presently employed, had taken the Licensure Examination for Teachers (LET) and passed in their first attempt, acquired a job within six months after graduation, and are practicing their profession by teaching in all education levels across almost all subject areas. The graduates also claimed that the competency skills provided by the University were useful to a certain extent on their current work. They were also satisfied on the facilities, learning environment and services offered. The hierarchical cluster analysis showed three relative groupings of graduates dominated by those who are presently employed, two years and above in service, relatively low in all the subject areas but rated the University's services to be of average.

Keywords: employability, mathematics education graduates.

INTRODUCTION:

> Higher education today cannot justify its existence by providing only academic learning for mental and spiritual development, it has in addition to convey the necessary skills for economic development in order that natural resources might be explored and exploited, products stored and distributed, services managed and resources conserved for future generations. This brings us to the role of higher education in meeting employment needs and to the global issue of the relationship between higher education and employment (p. 3). – Arcelo & Sanyal (1987)

The primary goal of teacher education programs is to produce good teachers who are qualified to teach in the elementary and secondary schools (Colarte, 2010). As such, every Teacher Education Institution (TEI) including Philippine Normal University holds the primordial duty in responding and catering to this challenge. Concomitant to this aim is equipping students the essential tools for landing a decent employment after graduation.

Securing employment is however, far lesser than the concept of employability (Pavlin, 2013). Yorke and Knight (2003) defined employability as a set of achievements, skills, understanding and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupation which benefits themselves, the work force, the community and the economy. It implies the possession of qualities and competencies that are required to enable graduates to enter and maintain employment throughout their lives. According to Boholano (2012), it is through quality education and proper training that one may get a respectable job after graduation. That is, in the words of Pavlin (2013), a job with a high security, prestige, promotion possibilities, work satisfaction, and the chance to utilize own knowledge and skills.

In the current trend of education, many universities are using the employment of their graduates to evaluate how their program performs in making their students productive in the labor market. It is used as a performance indicator for college education institutions (Smith, et al., 2000 as cited by Boholano, 2012; Bruwer, 1998). If a graduate came from a reputable institution, the more likely he or she finds a job faster (Kong, 2011; Manila Bulletin, January 6, 2013). Otherwise, the graduates will end either unemployed or underemployed.

It is then apparent, as it may seem, that unemployment or underemployment is tantamount to some inefficiency (Bruwer, 1998).Unemployment means poor educational qualification (Peacock, 2007) implying poor education and training (Hick, 2003; Psacharopoulus, 2004), inefficient delivery of basic services, unfavorable learning environment, and lack of facilities. In the country, it has been reported that the unemployment rate is 6.9% in April 2012 from 13.9% in 2002 (Manila Bulletin, 2013 January 6), 7% in July 2012 (De Ocampo, Bagano, Tan, 2012), and 7.5% in April 2013 (National Statistics Office). The underemployment is way up with 19.2% in April 2013. The Bureau of Labor and Employment Statistics for 2006, 2007-2008, and 2009-2010 showed almost the same reasons for unemployment, (a) lack of competence, (b) lack of experience and (c) lack of achievements ("Unemployment of the College-Educated").

Other than the factors mentioned, skills in leadership, communication, information technology, problem-solving, critical thinking, human-relations, creativity, decision-making, technical, and research will form part the context of being employable. The opportunities and the experiences from which these skills will be derived are expected to be laid down and provided to the students. In the study of Colarte (2010), graduates were satisfied with the Teacher Education program of a certain university and affirmed that the training were extremely useful in the field of work.

Meanwhile, skills will help one acquire an employment but achievements are proof that one can implement his or her skills in practice (Carr, n.d.). In teacher education, the more significant achievements the graduates have, the more they will have the edge over other equally qualified experienced candidates. These achievements of graduates include but not limited to degree earned, board examination rating, work-related trainings or seminars attended, professional awards received, and professional examinations passed, to name a few. Hence, according to Hills, Robertson, Walker, Adey and Mixonas cited by de Guzman (2008), schools, colleges and universities should be a place

where students grow intellectually (cognitive competence), morally (character education), socially (interpersonal skills) and personally (self-reliant, self-confidence, resilient and a lifelong leaner).

In the study of Philippine Business Education (PBED) from year 2009-2013, from 3 million enrolees from SY 2001-2008, only around 16.7% or 504, 000 of them have graduated in the year 2005-2012 (www.pbed.ph). However, a high rate of employment among the graduates of a certain university was found out by Mercado (2010). Boholano (2012) found out that mathematics majors' employment rate in public high school is high on 2008, but decreases for the next two years. An inverse pattern was seen in the private sector. Interestingly, most respondents engaged in companies and establishments.

The context of teacher employment in the Philippines has to be considered as well in the concept of employability. The basic entry level requirement in the public institutions is graduate should be a Licensure Examination for Teachers (LET) passer, whereas, in private schools, such is encouraged but not necessarily required. Hence, most of the times, new graduates tend to flock in private schools and they only applied in public institutions at least a year after passing the LET. The economic side and security of job in the public over in the private schools has to say much of this trend. However, with the implementation of K-12, private and public schools need to increase their usual number of teachers allowing these graduates greater chances of being employed in a much shorter time.

It is for these reasons that the researchers conceived of this study to trace the status of graduates of PNU-NL BSEd mathematics majors SY 2008-2013. The campus is one of the five branches nationwide situated in the northern Luzon area. The undertaking has a noble task of focusing on the employability of PNU mathematics graduates and helps the university attract and retain high quality students and maintain its competitive advantage in the regional and national market place. Specifically, it aims to determine the graduates' profiles, their employment situation, their achievements, the situational factors that influenced their qualifications and employment situation, their competency skills on different fields, and the graduates' retrospective evaluation of their satisfaction, adequacy and relevance of training in the university. The undertaking has also the aim of determining the relative grouping of graduates based on selected variables.

METHODOLOGY:

This PNU-NL math graduates tracer study that seeks to uncover the employment status made use of descriptive-survey and descriptive-status. This covers the batch from 2008-2013 and it was conducted from November 2013-March 2014. Simple random sampling with substitution method was utilized but only 81 out of the 95 originally drawn respondents replied. The sample comprised the 60% of the total number of graduates within the said timeframe. There were 9 graduates from batch 2008 participated the study, 11 each for 2009 and 2010, 7 for 2011, 18 for 2012, and 25 for 2013.

The researchers made use of the Graduate Tracer Study questionnaires which was developed by the Philippine Normal University (PNU) and the Commission of Higher Education (CHED). Salient points from each questionnaire was adopted and modified to form a single questionnaire which was validated accordingly. In-person distribution, documentary analysis, Facebook and email messaging, and *cellphone* and face-to-face interview were utilized as data gathering procedures. The researchers made use of descriptive statistics and hierarchical cluster analysis using Wards method.

RESULTS:
PROFILES OF THE RESPONDENTS:

It appears that there are more males than females who participated in the study. Although the population count revealed that there are more females than males mathematics graduates. Their age spans from 20 to 26, with highest frequency at 23 and below (60.5%), and one of them is 34 years old. Majority of them is single, 68 or 84%, and are from Isabela province, 74 or 91.4%.

Table 1. Frequency and percent distribution according to respondents' profiles

Sex	f	%	Age	f	%
Female	38	46.9	21 and below	25	30.9
Male	43	53.1	22 to 23	24	29.6
Total	**81**	**100.0**	**24 to 25**	**18**	**22.2**
Province	f	%	26 and above	14	17.3
Isabela	74	91.4	**Civil Status**	f	%
Quirino	4	4.9	Single	68	84.0
Cagayan	1	1.2	Married	12	14.8
Others	2	2.5	Single parent	1	1.2
Total	**81**	**100.0**	**Total**	**81**	**100.0**

PERSONAL ACHIEVEMENTS:

Out of the 81 graduates, there were 25 or 30.86% of them who pursued advanced studies, 2 (2.46%) of them are engaging in doctorate level. An average of 30.65 units were already finished by the MA students while 45 units for Ph D students. They claimed that professional development prompted them to continue their studies. In terms of verticalization, some of them embarked on educational management as a graduate degree.

Table 2: Descriptive statistics of respondents' personal achievements according to their advance studies

Graduate's Degree	f	%	Units Earned		Specialization	Masters		Doctorate	
			Mean	SD		f	%	f	%
Masters	23	28.40	30.65	8.18	Mathematics	19	23.46	1	1.23
Doctorate	2	2.46	45.00	12.73	Educational Management	4	4.94	1	1.23
Total	*25*	*30.86*	*37.83*	*10.46*	*Total*	*23*	*28.40*	*2*	*2.46*

Reasons	f	%
For Promotion	11	44.0
For Professional Development	21	84.0

On top of the reasons why students enrolled in undergraduate studies is the financial aspect, good grades in high school, family influence, and employability. A resounding strong passion for the profession meanwhile pushed the graduates to get into the graduate level. Other reasons include career advancement, employability and attractive compensation. Most of these graduate-students (36%) enrolled in PNU-NL as well.

Table 3. Descriptive statistics of respondents' reasons to enrol in the undergraduate and graduate studies

Reasons	Undergraduate (n = 81)			Graduate (n = 25)		
	f	%	Rank	f	%	Rank
1. High grades in the course or subject area	31	38.3	6	3	12.0	12
2. Good grades in high school	47	58.0	2.5	3	12.0	12
3. Influence of parents or relatives	47	58.0	2.5	3	12.0	12
4. Peer influence	24	29.6	7	6	24.0	8.5
5. Inspired by a role model	35	43.2	4	8	32.0	5.5
6. Strong passion for the profession	23	28.4	8	15	60.0	1
7. Prospect for immediate employment	32	39.5	5	10	40.0	3

8. Status or prestige of the profession	17	21.0	10.5	8	32.0	5.5
9. Availability of course offering in school	18	22.2	9	5	20.0	10
10. Prospect of career advancement	17	21.0	10.5	13	52.0	2
11. Affordable for the family	60	74.1	1	6	24.0	8.5
12. Prospect of attractive compensation	16	19.8	12	9	36.0	4
13. Opportunity for employment abroad	12	14.8	14	7	28.0	7
14. No particular choice or no better idea	14	17.3	13	1	4.0	14
Other reasons	6	7.4	15	-	-	-

Table 4 manifests similarity to Table 3 in terms of the reasons why graduates chose teaching and consequently, PNU. Respondents asserted that the affordability of tuition, of only more or less P2,000 per semester, motivated them to enrol in PNU. They were convinced as well due to school location, prestige, and employability.

Table 4. Descriptive statistics of respondents' reasons to enrol in PNU

Reasons (n = 81)	f	%	Rank
1. School location	44	54.3	2
2. Personal prestige of being at PNU	42	51.9	3
3. Fulfilment of dream to study at PNU	24	29.6	7
4., Prospect for better employment	39	48.1	4
5. Prospect for career development	38	46.9	5
6. Availability of scholarship	35	43.2	6
7. Affordable tuition fee	59	72.8	1
8. Others	15	18.5	8

As shown, majority took the LET (79 or 97.53%) while 3 (3.70%) took CSC exam. Two (2.5%) had not taken the LET while 3 (3.70) failed the LET in their first try but managed to hurdle in their second attempt. Four regional topnotchers emerged with ranks second, third, and tenth place. Of the 81 graduates, 2 garnered magna cum laude post, 10 were cum laudes. Meanwhile, the rating, on average, showed that they performed best in specialization and least on professional area. On the average, their ratings are considered relatively good. In the data of the campus, it shows that for every batch (2008-2013), only one or two failed during board examination.

Table 5. Descriptive statistics of respondents' performance according to awards and professional examinations

Exam	f	%	No. of times (LET)	f	%	Subjects	Mean	SD
LET	79	97.53	Once	76	93.8	GenEd	81.48	3.26
CSC	3	3.70	Twice	3	3.7	ProfEd	80.23	4.02
			None	2	2.5	Specialization	82.05	5.56
n = 81			**Total**	**81**	**100.**	**Average**	**81.21**	**3.66**

Rank in Regional Level	LET		CSC			Awards Received	F	%
	f	%	f	%		Cum Laude	10	12.35
10th Place	1	1.23	-	-		Magna Cum Laude	2	2.47
3rd Place	2	2.47	-	-		Student Service	1	1.23
2nd Place	1	1.23	1	1.23		Mathematics	1	1.23
Total	**4**	**4.93**	**1**	**1.23**		**Total**	**14**	**17.28**

The last five batches of mathematics majors immersed themselves to different seminars and trainings as high as in the international level. Most of the graduate-employees participated in the K-12 curriculum tooling, strategies and technology utilization in teaching math, research and classroom management. However, the ratio of graduates to the number of seminar attended seems low.

Table 6. Descriptive statistics of respondents' performance according to trainings attended

Trainings Attended (n = 81)	f	%	Level	f	%
K-12 curriculum	26	32.1	School	6	7.4
Using Technologies in Teaching Mathematics	9	11.1	District	20	24.7
Strategies in Teaching Mathematics	15	18.5	Provincial	9	11.1
Writing Research Papers	2	2.5	Regional	17	21.0
Classroom Management	6	7.4	National	14	17.3
Others	8	9.9	International	3	3.7

EMPLOYMENT SITUATION:

The table displays information on the employment status of the graduates. Majority are employed at the time of study, 74 or 91.36%. Of the seven respondents who were not employed, family reasons appear to cause such decision. Almost half of the employed, 35 or 47.3% are permanent, 33 or 44.6% are contractual, and one is self-employed.

Table 7. Frequency and percent of respondents' employment status (A)

Are they presently employed?	f	%	Reasons why not employed	f	%
No	5	6.17	Family concern and decided not to find a job	4	57.1
Yes	74	91.36	Didn't look for a job	2	28.6
Never employed	2	2.47	Other reasons	4	57.1
Total	**81**	**100.00**	* n = 7		
Status			**f**		**%**
Permanent			35		47.3
Temporary			1		1.4
Casual			3		4.1
Contractual			33		44.6
Volunteer			1		1.4
Self-employed			1		1.4
Total			**74**		**100.0**

As reflected from the degree and specialization of the graduates, majority of them are high school teachers, 50 or 67.6%, and are teaching mathematics, 67 (91.8). Interestingly, they are tapped to teach other subjects e.g. English, Filipino, Science, and TLE at all levels i.e. grade school, college. Almost equal sharing between public and private sector is seen, with 36 vs. 38 counts, respectively. No one is noted working in abroad at the time of the study. Majority of these 38 graduates are contractual and casuals and are the newly graduates.

Table 8. Frequency and percent of respondents' employment status (B)

Occupations	f	%	Years in Service	f	%
Pre-school teacher	1	1.4	less than 1 year	16	21.6
Grade school teacher	11	14.9	1 to less than 2 years	20	27.0
High school teacher	50	67.6	2 to less than 3 years	13	17.6

College instructor	6	8.1	3 to less than 4 years	8	10.8
Self-employed	1	1.4	4 years and above	13	17.6
Others	5	6.8	No response	4	5.4
Total	*74*	*100.0*	*Total*	*74*	*100.0*
Subjects Taught (N = 73)	**f**	**%**	**Sector**	**f**	**%**
Mathematics	67	91.8	Private	38	51.4
Science	11	15.1	Public	36	48.6
English and Filipino	25	34.2	*Total*	*74*	*100.0*
Araling Panlipunan	10	13.7	**Place of Work**	**f**	**%**
Values Education	16	21.9	Local	74	91.4
MAPEH	9	12.3	Abroad	0	0
Technology & Livelihood Education	13	17.8	*Total*	*74*	*100.0*

It is indicated from the table that 43 or 58.11% of the employed are in their first job, majority (40 or 93.0%) of which are related to their course in college. Most of them are in their first to second year of service and averred that they applied as walk-in or they were informed or recommended by their fellows. Various reasons why they stayed in their first job were registered. Among these are: career challenge, salaries and benefits, relatedness to the degree, and proximity to the residence.

Table 8. Frequency and percent of respondents' employment status (C)

Is the Current Job of the Respondents their First Job? (N = 74)			**How long did the Respondents stay in their first job? (N = 31)**		
Response	**f**	**%**	**Span of time**	**F**	**%**
No	31	41.89	1 to 6 months	6	19.4
Yes	43	58.11	7 to 11 months	8	25.8
Is the first job related to the course they took up in College?			1 to less than 2 years	12	38.7
Items	f	%	2 to less than 3 years	2	6.5
No	3	7.0	3 to less than 4 years	3	9.7
Yes	40	93.0	**Reasons for staying on the job (N = 43)**		
How did the Respondents find their First Job?			**Reasons**	**F**	**%**
Ways	**f**	**%**	1. Salaries and benefits	26	60.5
1. Response to an advertisement	1	1.4	2. Career challenge	29	67.4
2.Arranged by school's job officer	4	5.4	3. Related to special skill	20	46.5
3. As walk-in applicant	29	39.2	4. Related to course	25	58.1
4. Family business	4	5.4	5. Proximity to residence	22	51.2
5. Recommended by someone	18	24.3	6. Peer influence	6	14.0
6. Job Fair or PESO	6	8.1	7. Family influence	10	23.3
7. Information from friends	19	25.7	8. Other reasons	3	7

The subjects of this study recounted that the few job vacancies, inadequate experience, or mismatch of qualification were among the challenges when they were applying for a job. However, majority of them still get in a job in a span of six months and less (67 or 90.5%). For the three respondents who opted to go off from teaching stated benefits and proximity as their rationale. In terms of position, majority of them are Teacher 1 and/or classroom teacher, of around 84%, and earning an average of P5,000 to

P9,999. Although the coverage of this undertaking is the last six years, it is worthy to emphasize that one of them is already a master teacher.

Furthermore, the curriculum of the university is relevant in the work of the respondents as 68 or 91.89% of them agreed, while 53 or 71.6% declared improvement of status after one year in the service. Table 10 details the relevancy of their competency skills in their current work.

Table 9. Frequency and percent of respondents' employment status (D)

Difficulties in Applying the Job (N = 74)			How long did it take the Respondents to land in their first job after graduation?		
Items	f	%	Range	f	%
1. Few or lack of job vacancies	29	39.2	Less than a month	34	45.9
2. Mismatch of qualifications	8	10.8	1 - 6 months	33	44.6
3. Inadequate experience	13	17.6	7 - 11 months	3	4.1
4. Inadequate knowledge/skills	2	2.7	1 to less than 2 years	4	5.4
5. Personality factors	4	4.9	*Total*	*74*	*100.0*
6. Not meeting paper requirement/s	3	4.1	**What are reasons for accepting the job even it is not related to the course they took in college? (N = 3)**		
7. Passing the interview	3	4.1	**Reasons**	**f**	**%**
8. Lack of political patronage	3	4.1	Salaries & benefits	2	66.7
9. Others	21	28.4	Proximity to residence	2	66.7
Positions they held			**Gross Monthly Income**		
Title	**f**	**%**	**Range**	**f**	**%**
Master Teacher	1	1.4	Below P5,000	10	13.5
Teacher I	38	51.4	P5,000-P9,999	48	64.9
Classroom Teacher	24	32.4	P10,000 to P14,999	10	13.5
College Instructor	6	8.1	P15,000 –P19,999	5	6.8
Others	5	6.8	Php.20,000-P24,999	1	1.4
Total	*74*	*100.0*	*Total*	*74*	*100.0*
Did the Employment Status of the Respondents Improved after 1 year?			**Was the curriculum Relevant to the Respondents' First Job?**		
Response	**f**	**%**	**Response**	**f**	**%**
No	21	28.4	No	6	8.11
Yes	53	71.6	Yes	68	91.89
Total	*74*	*100.0*	*Total*	*74*	*100.0*

COMPETENCY SKILLS:

Based from table, problem solving, human relations, critical thinking, decision making, and communication skills plays major roles in the carrying out of their current work. Way behind are the research skills, which according to the respondents occupy negligible roles in their work as they were not required to conduct researches like action researches. In general, these skills have contributed in varying magnitude, into their current work.

Table 10. The Extent of Competency Skills Used by the Respondents in their Current Work

Competency Skills	Mean	SD	QD	Rank
Research Skills	3.82	1.10	Some Extent	10
Communication Skills	4.50	0.815	Great Extent	5
Human Relation Skills	4.58	0.66	Great Extent	2
Information Technology Skills	4.36	0.87	Some Extent	7

Competency Skills	Mean	SD	QD	Rank
Leadership Skills	4.38	0.75	Some Extent	6
Technical Skills	4.16	0.79	Some Extent	9
Creativity Skills	4.35	0.80	Some Extent	8
Decision Making Skills	4.53	0.73	Great Extent	4
Problem Solving Skills	4.68	0.64	Great Extent	1
Critical Thinking Skills	4.57	0.78	Great Extent	3
Total	**4.39**	**0.79**	**To some extent**	

RETROSPECTIVE EVALUATION OF THE PROGRAM:

Table 11. Satisfaction Level with Services, Learning Environment, and Facilities

Services	$\overline{X}$	SD	QD	Learning Environment/Climate	$\overline{X}$	SD	QD
1. Administrative support	3.01	0.72	H	1. Teaching Staff	3.49	0.54	VH
2. Faculty support	3.32	0.63	H	2. Instructional materials	3.16	0.78	H
3. Staff	2.94	0.68	H	3. Respect for students	3.31	0.58	H
4. Academic advising	3.27	0.67	H	4. Atmosphere of political and cultural understanding	3.19	0.63	H
5. Guidance	3.10	0.72	H	**Facilities**	$\overline{X}$	**SD**	**QD**
6. Accommodation	3.04	0.62	H	1. Library	3.00	0.81	H
7. Food services	2.77	0.79	H	2. Science laboratory	2.43	0.85	L
8. Library services	3.10	0.68	H	3. Computer laboratory	2.67	0.81	H
9. Outreach & Community involvement	3.10	0.75	H	4. Equipment	2.52	0.76	H
10. Extra-curricular activities	2.96	0.84	H	5. Classroom	2.88	0.73	H
11. Security	2.99	0.80	H	6. Clinic	2.75	0.78	H
				7. Canteen/ Food stores	2.74	0.85	L
Summary	$\overline{X}$	**SD**	**QD**	8. Recreational activities	2.56	0.84	H
Services	**3.05**	**0.72**	**H**	9. Audio visual room	2.30	0.86	H
Learning Environment/Climate	**3.38**	**0.59**	**H**	10. Auditorium/Gymnasium	2.63	0.87	H
Facilities	**2.64**	**0.73**	**H**	11. Communication Facilities	2.42	0.80	L
Grand Average	**3.02**	**0.68**	**H**	12. General conditions of buildings	2.81	0.73	H

The above table speaks of high retrospective evaluation of mathematics graduates to the services, learning environment and facilities of their alumni school. Looking closely on each indicator, they avowed they are pleased with the learning environment of the university. They emphasized in this indicator the capability of the teaching staff in terms of their knowledge of content, interaction of students, delivery skills and creativity of teaching, of that order. Graduates gave instructional materials the least rating.

Trailing on the second spot is the services. According to the graduates, they are convinced with the faculty support, academic advising, library, community outreach, and the guidance counselling services of the school. Though all indicators listed a high satisfactory rating, the lowest indices registered are in the staff, extracurricular, and security services.

On the other hand, the facilities, according to the mathematics major-graduates, is sufficient to cater their needs, as it recorded an index just enough to be in the threshold for high satisfactory. The top five areas the graduates feel delighted are library, classroom, general conditions of the buildings, clinic and food stores. On the other hand, the last five aspects are traced in the audio-visual room, communication facilities, science laboratory, equipment and recreational activities.

ADEQUACY OF SKILLS LEARNED:

Table 11. Descriptive statistics of the respondents' evaluation on adequacy of skills learned

Communication	$\overline{X}$	SD	QD	Problem Solving	$\overline{X}$	SD	QD
1. Express ideas in clear and logical manners	3.96	0.40	H	1. Identifying the underlying issues in a problem	4.21	0.52	H
2. Use various forms and styles of written communications	3.86	0.59	H	2. Examine alternative solutions and strategies to make an informed decision on the problem	4.14	0.59	H
3. Use grammatically correct language and vocabulary	3.94	0.56	H	3. Develop clear plan to solve the problem	4.06	0.51	H
4. Listen with objectivity to gain understanding of the ideas of	4.11	0.50	H	4. Evaluate action for making future decision	4.10	0.62	H
Human Relation	$\overline{X}$	SD	QD	**Research**	$\overline{X}$	SD	QD
1. Demonstrate effective social behavior in a variety of setting and under different circumstances	4.09	0.62	H	1. Identify research problems in one's discipline	4.07	0.59	H
2. Respond to the needs of colleagues in the work place	4.06	0.66	H	2. Formulate testable hypothesis	4.00	0.59	H
3. Apply effective conflict resolution skills	4.02	0.63	H	3. Demonstrate knowledge of various data gathering techniques	4.04	0.58	H
4. Poster professional relationship with the people in the workplace	4.10	0.66	H	4. Apply appropriate statistics in processing data	4.11	0.65	H
5. Exhibit cooperative and supportive relations with others	4.26	0.59	H	5. Analyze and interprets research results	4.14	.61	H
Leadership Skills	$\overline{X}$	SD	QD	6. Draw conclusions and generalizations from research data	4.17	0.67	H
1. Stimulate cooperative efforts with colleagues in the workplace	4.11	0.52	H	7. Use technology to acquire needed information	4.21	0.59	H
2. Motivate, mobilize, and inspire people to move toward the goal of organization	4.12	0.56	H	**Skills**	$\overline{X}$	SD	QD
3. Organize and coordinate people and task to achieve organization's goal	4.07	0.65	H	**Communication Skills**	**3.97**	**0.51**	**H**
4. Facilitate effective implementation of programs of the department/ schools/ organizations	3.94	0.64	H	**Human Relation Skills**	**4.11**	**0.63**	**H**
5. Maintain self-control in the midst of the stressful encounters with group	4.12	0.60	H	**Leadership Skills**	**4.09**	**0.60**	**H**

members							
6. Take responsibility and risks in making decisions	4.19	0.61	H	**Problem Solving Skills**	**4.13**	**0.56**	**H**
N = 81				**Research Skills**	**4.11**	**0.59**	**H**
				TOTAL	**4.28**	**0.58**	**H**

Based on the data, it appears that graduates give due credit to the university as they found the different skills being provided adequately to very adequately. Problem solving skills, according to them, had been offered very satisfactorily during their undergraduate years. The other skills, the human relations, research, leadership, and communication, were as well provided reasonably.

Scrutinizing the means, the top five skills derived by the graduates from the university are: 1) Exhibit cooperative and supportive relations with others (Human relations); 2) Identifying the underlying issues in a problem (Problem solving); 3. Use technology to acquire needed information (Research); 4. Take responsibility and risks in making decisions (Leadership); and 5) Draw conclusions and generalizations from research data (Research).

ADEQUACY AND RELEVANCE OF THE CURRICULAR PROGRAM COMPETENCIES:

Table 12. Descriptive statistics of the respondents' evaluation on adequacy and relevance of curricular program

Indicators	Adequacy				Relevance			
	$\overline{X}$	SD	QD	Rank	$\overline{X}$	SD	QD	Rank
1. Uses critical thinking in analyzing quantitative problems	4.07	0.70	VA	12.5	4.17	0.74	VR	10
2. Performs basic statistical processes skilfully in order to involve with meaningful interpretation of date	3.98	0.76	VA	16	4.05	0.77	VR	16
3. Applies the postulate and the proved theorems in solving routine and non-routine problems	3.81	0.88	VA	18	4.02	0.76	VR	18
4. Demonstrate understanding of concepts by illustrating them in terms of examples, drawings, and making physical models	4.21	0.79	VA	3.5	4.30	0.71	VR	2.5
5. Applies the principles and methods of logic in distinguishing good(correct) from bad(incorrect) statements	4.10	0.87	VA	9	4.23	0.76	VR	7
6. Increases proficiency in reasoning	3.94	0.89	VA	17	4.15	0.84	VR	11.5
7. Proves validity and invalidity of arguments	4.01	0.80	VA	15	4.04	0.77	VR	17
8. Determines the appropriate statistical formula to apply in order to describe qualitative data	4.11	0.77	VA	7	4.11	0.84	VR	13.5
9. Decides whether the characteristics of a sample are also the characteristics of a population it characterizes	4.07	0.83	VA	12.5	4.11	0.87	VR	13.5
10. Determine the significance of the difference on a certain trait among two or more groups	4.11	0.74	VA	7	4.10	0.73	VR	15
11. Develops, analytical and critical thinking	4.21	0.80	VA	3.5	4.25	0.77	VR	6
12. Discusses the philosophy of teaching mathematics	4.11	0.79	VA	7	4.15	0.81	VR	11.5
13. Identifies and plans appropriate methods and strategies in teaching mathematics	4.23	0.66	VA	2	4.30	0.68	VR	2.5
14. Evaluates the effectiveness of different methods and strategies in teaching mathematics	4.15	0.73	VA	5	4.28	0.69	VR	4.5
15. Identifies the characteristics and teaching skills of an effective and efficient teacher	4.27	0.67	VA	1	4.38	0.64	VR	1

16. Explains and applies recent trends in mathematics	4.07	0.82	VA	12.5	4.19	0.73	VR	9
17. Improvise instructional devices using available low cost materials	4.07	0.85	VA	12.5	4.22	0.81	VR	8
18. Identifies and evaluates traditional and alternatives forms of assessment	4.09	0.76	VA	10	4.28	0.73	VR	4.5
Total	**4.09**	**0.78**	**VA**		**4.19**	**0.76**	VR	

VA – Very adequate   VR – very relevant

It is divulged in the table that the curricular program competencies of the university from 2008-2013 are both very adequate and very relevant. Consistent pattern surfaced both on adequacy and relevance. That is, the graduates found Identification of the characteristics and teaching skills of an effective and efficient teacher on top list. Some other competencies that were given due emphasis are: Identifies and plans appropriate methods and strategies in teaching mathematics; Develops, analytical and critical thinking; Identifies and plans appropriate methods and strategies in teaching mathematics; Demonstrate understanding of concepts by illustrating them in terms of examples, drawings, and making physical models; Evaluates the effectiveness of different methods and strategies in teaching mathematics.

Furthermore, open-ended responses were solicited to improve the math program. According to them, ICT based instructional materials should be given special room in the delivery of topics and hence, must be programmed in the offerings. Establishment of mathematics laboratory was also cited. A venue for graduate students to share their practices in their schools may also be initiated to improve the theoretical foundations of the undergraduates. A reconsideration of going back to a semestral practice teaching and community integration could be done.

CLUSTER ANALYSIS:

A cluster analysis was run on all cases but it ended with 58 valid cases, each responding to items on sex, age, LET rating, number of times they had taken the LET, current employment status, length of experience, sector where they employed at, improvement after one on the job, competency skills, services of the school, and the adequacy and relevancy of competencies. A hierarchical cluster analysis using Ward's method produced three clusters, between which the variables were significantly different in the main. Cluster 1 consists of 21 graduates, 27 for cluster 2 and 10 for cluster 3.

The three clusters significantly differentiated between the three areas of LET rating. In general education, the ratings were all significantly different from each other, favoring the cluster 3. In the professional area, cluster 1 is significantly different from cluster 2, and cluster 2 from 3.Cluster 1 and 3 edged out cluster 2. Meanwhile, cluster 1 is significantly higher in specialization from clusters 2 and 3. Furthermore, cluster 2 is significantly higher than cluster 3.

Qualifications did produce some significant associations. It came from the variable whether the respondents are presently employed or not and length of experience.

The first cluster was predominant and characterized by presently employed graduates with average performance in general education, high in professional education and specialization, of less than 2 years in experience, and evaluated services of the university of highly satisfactory.

The second cluster is described as all presently employed, 2 years and above in service, low in all subject areas of the LET but rated the school's services to be average.

The third cluster was essentially employed, with modest years of service, with high rating in general education, average in professional education and specialization, and gave low rating to services of the university.

DISCUSSION:

While the researchers are aware of the limited number of sample who participated in the study, it is concluded based on the data that PNU-NL mathematics graduates are employable and that they possessed employability skills necessary in the workplace. In general, their LET rating implies approaching to proficiency and majority landed in teaching stint after short span of time. Their status

had improved immediately after one year. Moreover, graduates possess relevant characteristics and skills and were clustered into three unique strata. They have shown flexibility as they were teaching other subject areas at all levels.

Furthermore, based on their retrospective evaluation, the University had provided sufficient services, adequate and relevant curricular program competencies to prepare these graduates in their present endeavors. The competency skills acquired by the graduates were found useful in their work to some extent. Thus, the university provides skills and abilities to its students needed in a workplace situations. Based on the data, few points need to be stressed to improved employability: 1) the University is encouraged to take measures to increase the number of graduates who pursue graduate programs and offer trainings and seminars relevant to their needs; 2) Improve student recruitment program to broaden and extend the origin of students while maintaining the admission and selection of students to increase chances of getting the most qualified students; 3) Improve some aspects facilities and services to cater the students' needs for quality learning; and 4) Establish and strengthen a strong link with alumni to access knowledge and practices in the field and consequently, build venues of sharing these to students of the university.

In spite of the graduates' status, the key challenge is not only that they are employed or they are employable but also that their employment best utilises their education. In this country where education is seen as the greatest remnant parents could give to their offspring, it is of major concern, given this plethora of change, most notable the K-12 program and the ASEAN 2015, how these teacher-graduates transform, inspire and respond to the way teaching as a profession and a vocation is regarded while maintaining their passion and commitment in serving the nation.

FUTURE DIRECTIONS:

Conduct the study in a wider scale with larger turn out of respondents to establish generalizability. Strengthen the foundations of what determines professional success as an integral component of employability. Researchers may as well dwell on the context of employability between private and public institutions and determine the factors that affect the duration of employment and unemployment using the parametric survival model of Kong (2011).

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A STUDY OF THE GENDERED PERCEPTION
OF TOURISM IN COASTAL GOA (INDIA)

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ABSTRACT

This paper examines the impact of tourism on the moral and family values, culture, crime levels, benefits and the adverse effects of tourism and tourism related businesses on the locals in the coastal village of Cavelossim, Goa (India). The study involved a sample of 232 households. Using *Chi-square* and *Kruskal-Wallis H* test, it was found that across gender there was a significant difference in the perceived impact of tourism on family values. Male and female household heads collectively believed that the most popular benefit of tourism was an increase in income and the most severe adverse effect was rise in the prices of food. However, as compared to females, more male household heads perceived that the local economy was not stimulated by tourism and that the government was the major beneficiary of tourism activity. The most popular tourism related business was renting of rooms. The paper concludes with the plea that since it is the locals who are primarily affected by tourism activities, stakeholders need to consider their views and perceptions such that while accommodating and entertaining tourists, there is minimal intrusion and destruction to the host community.

Keywords: culture, economic, family, moral, psycho-social, tourism.

INTRODUCTION:

International tourism is one of the most rapidly expanding links between the advanced nations and the underdeveloped world (Wood, 1980). The World Tourism Organization defines tourism as 'activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business and other purposes not related to the exercise of an activity remunerated from within the place visited' (Dutta, 2011, 3). Though the popular global activity is not only associated with trans-national travel, it involves travel within the same country as well.

The stay of tourists in a destination area is often only for a short period of time. However, their interaction with the host communities can considerably impact the psychological, social and economic lives of the people therein. Tourists leave their imprint either inadvertently or intentionally, and to differing degrees, not only on the physical and cultural landscape, but also on the social and cultural life of the inhabitants of many of the world's communities they visit (Kariel and Kariel, 1982).

Over the years tourism researchers have documented positive as well as negative outcomes of tourism on a host community, some of which are as follows:

A] *Positive Impact of Tourism:* Tourism can bring many social and economic benefits, particularly to developing countries. The development of tourism promotes cultural activities and brings about improvements in community services including recreation. Inskeep (1991) and Liu & Var (1986) noted that tourism promotes restoration and protection of architectural and historical sites in the host community (in Tatoğlu et al. n.d., 747). The interest of tourists in the traditional ceremonies of the local people helps renew and revive the host culture. According to Driver et al (1991) some positive socio-cultural impacts of tourism include the development of stronger family bonds, the appreciation for ones cultural identity, a firmer sense of ethnic identity and an increased understanding and tolerance of others. According to Makan (2006, 58), through the encounters promoted by tourism locals meet people with different beliefs and perspectives. These encounters can awaken the senses and heighten awareness of one's milieu. Often it is due to tourism people develop a higher tolerance for cultures apart from their own.

The tourism industry generates substantial economic benefits to both, the host country as well as the tourists' home country. Especially in developing countries, one of the primary motivations for a region to promote itself as a tourist destination is the expected economic improvement and regional development.[1] According to Mensah (2012), the economic benefits of tourism to local communities have been studied by many researchers like Fredline & Faulkner (2000), Waitt (2003), Andereck et al (2005) and Sharma et al (2008). Economic benefits of tourism include increased employment opportunities and higher tax revenue to the host community. Additionally, the food and the crafts industry that caters to the maintenance of the tourist constitute an excellent source of revenue for most businesses in a community (Makan, 2006, 56–57). The income from tourism is an important source of expansion and modernization of the infrastructure in a country (Bhatia, 2002, 71). The locals also enjoy better public facilities and infrastructure primarily justified by tourism, including airports, hotels, water supply, improved roads, sewerage, sidewalks, local transportation, airports, lighting, landscaping, parking, restrooms, etc (ibid.).

B] *Negative Impact of Tourism:* In spite of the immense benefits of tourism to a community, the flourishing industry also has a dark side. The way visitors conduct themselves and their personal relationships with the local citizens, often has a profound effect upon their mode of life and attitude (Makan, 2006, 51). According to Kariel and Kariel (1982) some adverse psychosocial effects of tourism included a decreased emphasis on religion, decrease in family size, increased competition among individuals, more time spent with guests and less with family, and increased rigidity of working hours. The arrival of tourists in local communities often brings about a change in the values and lifestyle of the families (especially of the more structured and traditional families) leading to the development of a phony culture. One such effect can be seen when locals marry non-local tourists.

The residents of Kumily and Kumarakom in Kerala, India, perceived that tourism led to an increase in alcoholism and immoral activities and brought undesired changes in the value orientation of

children in their community (Sebastian & Rajagopalan, 2009, in Chand, 2013, 383). In the shadow of the relaxed atmosphere of the tourism business, many at times illegal activities (including underage drinking and drug abuse, gambling, sexual permissiveness, prostitution, smuggling and crime) tend to flourish, creating additional legal problems in the community. Also, places wherein long-term tourists congregate, social cliques may be formed which may be at odds with the interests of the locals – influencing local issues unfavorably.

Another aspect of the tourism industry is that it opens employment opportunities for people of varied skills. However, the increased job opportunities available to the locals are not only seasonal by nature but are also low-paying ones,[2] thus, increasing the scope for under-employment or unemployment issues. In Goa (India) for example, it is usually the non-Goan personnel who are hired for the managerial and higher paying jobs, with the locals being employed only at lower levels. The tourism sector also undermines the livelihood of residents. A typical example is the conversion of paddy fields in Kumarakom (Kerala) for the purpose of tourism development. This paddy field conversion denied villagers of their livelihood besides increasing the prices of essential food products especially fish (Sebastian & Rajagopalan, 2009, in Chand, 2013, 383).

According to Korca (1998) the most negative impact of tourism in Antalya (Turkey) was the increased cost of land and housing, and increased prices of goods and services (in Mensah, 2012, 275). The influx of tourists brings with it a greater demand for goods, services, land and housing which increases prices and in turn increases the cost of living for the locals. Also, when tourism services are outsourced to non-local owners and corporations, these organizations often export their profits outside the community. The locals therefore lose out on the added revenue generated through tourism and become the cost-bearers paying higher prices and taxes.

ABOUT THE STUDY:

As can be seen from above, though the tourism sector is a social and an economic boon to a community, the several banes associated with it cannot be forgotten. It is therefore essential for stake holders in the tourism industry to aim at maximizing the positive outcomes while minimizing potential negative ones on the host community, thus maintaining sustainability and long-term success of the tourism industry.

One such state in India that has seen the impact of tourism on the culture and lives of the people is the state of Goa. It is popularly known as the 'Pearl of the Orient'. Goa is a small state on the south-west coast of India replete with natural beauty and a unique culture. Tourism began in a big way in Goa during the sixties with the arrival of the hippies. Since then, more and more tourists flock into Goa every year making it a favorite holiday destination for Indian as well as international tourists. Over the years, the impact of tourism has been tremendous on the physical structure of villages and the people in Goa.

The present study/paper explores the gendered perception of the impact of tourism on the psychological, social and economic life of the people in the small coastal village of Cavelossim in Goa. The village was once inhabited by fishermen. However, only a small proportion of the population still continues to engage in fishing. Today, the livelihood of the locals is primarily concerned with tourism as Cavelossim beach is one of the most beautiful beaches in Goa. The coastal belt in Cavelossim offers varied recreational activities for tourists. These include relaxation and sun bathing on the beach, dolphin trips, sunset cruises, and attractive shopping opportunities for Goan and Indian handicrafts. The beach also houses a number of luxury hotels, beach resorts and budget hotels and is well connected to the airport and railway stations.

OBJECTIVES:

1. To study gender differences in the perceived impact of tourism on the psycho-social life of the people of Cavelossim, in terms of moral values, culture and crime level in the locality.
2. To study association between gender and impact of tourism on family values of locals.
3. To study gender differences in the perception of the beneficiaries of tourism activity.

4. To study the association between gender and the economic benefits of tourism to the locals.
5. To study the association between gender and the tourism related businesses of the locals.
6. To study the association between gender and the occupations of the locals.
7. To study the association between gender and the adverse effects of tourism.

OPERATIONAL DEFINITIONS OF VARIABLES:
INDEPENDENT VARIABLE: **GENDER**
DEPENDENT VARIABLES: **PERCEIVED IMPACT OF TOURISM:**

1) Psycho-social life (moral values, culture, crime levels, family values)
2) Economic life (beneficiaries of tourism, economic benefits, stimulation of the local economy, tourism related business, other occupations and the adverse effects)

SAMPLE:

For the purpose of the present study an individual survey procedure was used. A total of 232 households participated in the study. Barring a few households which were unavailable for survey on being closed, the sample households comprise the total population of the village. Among the households surveyed, 151 were male headed households and 81 female headed. The data was collected in November 2013. The distribution of the sample has been provided in Table 1.

Table 1 Demographic distribution of the sample

Demographics		Gender		Total
		Males	**Females**	
Age of the Household Heads	Up to 54 years	66	14	80
	55–65 years	43	29	72
	65–90 years	42	38	80
Income Group of the Household	Rs. <2 lakhs	132	73	205
	Rs. 2–5 lakhs	15	6	21
	Rs. 5–10 lakhs	2	0	2
Educational Qualifications of Household Heads	Illiterate	17	29	46
	Upto Std. IV	11	8	19
	Vth–Xth Std.	90	38	128
	XIth–XIIth Std.	19	2	21
	Graduate	6	2	8
	Postgraduate	1	0	1
	Diploma	1	0	1
	Professional	2	0	2
	Others	0	1	1
Period of Residence in Cavelossim	Since birth	125	56	181
	More than 15 years	17	23	40
	Less than 15 years	9	3	12
Tourism related Businesses	Rent room	11	5	16
	Rent vehicle	9	0	9
	Own shop	1	3	4
	Own taxi	10	6	16
	Own shack	1	3	4
	Others	61	25	86
	None	48	38	86

DATA COLLECTION TOOLS:

The sample was administered a questionnaire of 47 items. The questions were designed in a forced

choice format (dichotomous) and in a 5 point *Likert* scale (including reverse scoring). The questions aimed at understanding the impact of tourism on the psycho-social (moral standards, sexual permissiveness, inappropriate behavior, conflicts, insecurity, alcohol and drug use, traditional family values, culture, character of the community, leisure and recreational activities) and the economic life (economic benefits, stimulation of the local economy, beneficiaries of tourism and adverse impacts) of the locals residing in Cavelossim.

RESULTS AND DISCUSSION:

Problem 1: To study gender differences in the perceived impact of tourism on the psycho-social life of the locals.

Table 2: Percentage of males and females perceiving that tourism had impacted their psycho-social lives^

Gender	Psycho-social aspects		
	Moral Values	**Culture**	**Crime**
Males	46.8%	40.4%	46.8%
Females	22.5%	23.3%	24.3%
Total Percentage	69.26%	63.7%	71.1%
χ^2 (*Kruskal Wallis Test*)	0.042	1.117	0.002
Significance	0.837	0.291	0.964

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1
^All figures shown in percentage figures across all Tables are with reference to the entire sample.

Referring to Table 2, there was no significant association between gender and impact of tourism on moral values, culture and crime levels. There was however a high percentage of males and females who perceived that tourism had impacted their psycho-social lives.

Sebastian & Rajagopalan (2009, in Chand, 2013, 383) stated that the residents of Kumily and Kumarakom in India perceived that tourism led to increased alcoholism; with immoral activities bringing in undesired changes in the value orientation of children. Tourism invokes the use of alcohol and drugs, increases crime rates and tension in the community. The lowered moral standards include increased sexual permissiveness (inclusive of prostitution) and increase in teenage pregnancies and abortions in the locality. It is often observed that as tourists frequently visit certain localities, the host communities often alter their customs, beliefs, language and dressing to cater to the demands and comfort of tourists which could even include lowering their moral standards.

A high percentage of household heads perceived that tourism had impacted their local culture. According to Tatoğlu (n.d., 747) in areas with high levels of tourism development, there is often a change in the local culture such as habits, daily routines, social lives, beliefs and values. To cater to the needs of tourists the locals often treat their culture as a commercial resource (Burns & Holden 1995, in Brunt & Courtney 1999, 497). According to Menon (1993) in some localities the traditional culture is superficially lifted from villages and presented to tourists in their luxury hotels in a compressed environmental bubble. While these practices only commercialized human relations, the non-economic relations begin to lose their importance in the community (Dogan, 1989, in Tatoğlu, n.d., 747). Likewise, the unique local culture of Goa has been gradually found to being reduced to merely a profitable business.

The study also found that the local household heads perceived that an increase in tourism activities in the locality had led to an increase in crime levels. That tourism was a potential determinant of crime was stated in the studies of Brunt & Courtney (1999, 496–506). Pizam (1982) indicates that over the tourism season there may be an increase in petty thefts stimulated by the higher population in the community, in comparison to the level of policing which remains fairly constant (in Brunt & Courtney, 1999, 507).

Problem 2: To study the association between gender and the impact of tourism on the family values of the locals.

Table 3: Gender differences in the perceived change in family values of locals due to tourism

Gender	Family Values				χ^2	Level of Significance
	Agree	Undecided	Disagree	Total		
Males	30.6%	6.6%	27.5%	64.6%		
Females	17%	6.1%	12.3%	35.4%	7.307	0.1***
Total	**47.6%**	**12.7%**	**39.8%**	**100%**		

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 3, a high percentage 47.6 percent household heads agreed that tourism has impacted the family values of the locals in Cavelossim. In a study by Kousis (1989) it was concluded that tourism negatively affects traditional family values (in Tsartas, 2003, 116–117). It is often observed that new trends of globalization present a pressing challenge to the traditional family. These challenges could be due to the increasing employment, especially for female members of the families. When married women are employed in the tourism industry, and for those whose workplace is far away from home, the traditional roles of such family members may be subject to new pressures, challenging the smooth functioning of the family. Ap & Crompton (1993) found that tourism contributed to the changes in value systems, individual behavior, family relations, collective lifestyle, moral conduct and community organizations as a whole (in Brunt & Courtney, 1999, 494–510).

Referring to Table 3, it is observed that there is also a significant gender difference in the perceived impact of tourism on the family values of the locals (χ^2 = 7.307; p = 0.1) such that males perceive a stronger impact of tourism on family values. And very much so, tourism has changed the traditional family values such that the male household heads who were once the prime decision makers of the house [3] are now losing their dominant position in the family (Tsartas, 2003, 116). Other family members have gradually acquired social and financial independence owing to the revenue earned from tourism. This has led to a new type of family, in which individualism and collectivism coexist in decision making, thus making the role of a single household head insignificant.

Problem 3: To study gender differences in the perceived beneficiaries of tourism activity.

Table 4: Gender differences in the perceived beneficiaries of tourism

Gender	Beneficiaries of Tourism				χ^2	Level of Significance
	Locals	Government	Locals and Government	Outsiders		
Male	9.1%	20.9%	30.0%	5.5%		
Female	4.1%	10.9%	15.9%	3.6%	0.024	0.935
Total	13.2%	31.8%	45.9%	9.1%		

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 4 there was no significant gender difference in the perceived beneficiaries of tourism. It is observed that a high percentage of locals perceive that the locals along with the government are the highest beneficiaries of tourism in Cavelossim. The most striking benefit of tourism as perceived by the locals comes in the form of increased employment opportunities and increased income to the household (see Table 5). These benefits are equally profitable to males as well as females. There is thus no gender difference in the perceived beneficiaries of tourism. However, in a study of mountain tourism in Nepal, it was found that women perceive a lack of gender sensitivity in the tourism development strategies of the local government that have constrained women from fully benefiting from the tourism industry and have caused them to develop a negative attitude towards the industry (Brewer, n.d.).

Problem 4: To study the association between gender and the economic benefits of tourism to the locals.

Table 5: Gender differences in the perceived economic benefits of tourism

Gender	Economic Benefits					
	Increased Income	**Increased Employment**	**Increased Tax Revenue**	**Improved Infrastructure**	**Others**	**Total**
Male	29.7%	25.0%	3.1%	4.7%	1.6%	64.1%
Female	17.2%	14.8%	1.6%	1.6%	.8%	35.9%
Total	**46.9%**	**39.8%**	**4.7%**	**6.3%**	**2.3%**	**100%**
χ^2	0.495					
Level of Significance	0.974					

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 5 the most prominent economic benefit of tourism is an increase in income for the locals (46.9 percent) followed by an increase in employment opportunities (39.8 percent) as can also found in Sheldon & Var (1984, in Tatoğlu, n.d., 746). Tourism provides an additional means of income to the host community. With an increase in the demand for goods and services many households run parallel businesses in their homes such as transportation services, travel agencies, renting bikes, renting rooms, running small restaurants and hospitality services to supplement their income.

Also communities with more tourist activities experience a spurt in trade, income and entrepreneurship – especially in the services and small business sectors. Locals take on employment as tour guides, taxi operators, working in shacks or in supporting industries like food production, retail suppliers or pharmacies. Also, tourists in local communities change their foreign currency into the local currency to pay for a wide variety of goods and services. This expenditure can be seen as an injection of financial resources into the host economy, thereby creating increased revenue for the community (Gee et al, 1997; Liu & Var, 1986; Dogan, 1989, in Tatoğlu, n.d., 746).

Table 6: Gender differences in the perceived stimulation of the local economy due to tourism

Gender	Tourism has led to the stimulation of the local economy			
	No	**Yes**	**χ^2**	**Level of Significance**
Males	59.8%	4.9%	3.209	0.073***
Females	29.9%	5.4%		

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 6 there is a significant gender difference in the perceived stimulation of the local economy due to tourism ($\chi^2 = 3.209$; $p < 0.1$). It was observed that a high percentage of male household heads (59.8 percent) do not perceive tourism as a factor stimulating the local economy. According to Chen (2000), respondents from different age and gender groups differ in their attitudes toward tourism development. Majority of studies have shown that residents who perceive a greater level of economic gain or personal benefit, tend to have more positive perceptions of the impact of tourism than others (Wang et al 2006, 417; Haralambopoulous & Pizam 1996, in Mensah 2012, 276). Referring to Table 4 it is observed that male household heads perceive the government to be the major beneficiary of tourist activities and not themselves; thus leading to the perception that their local economy is not stimulated due to tourism activities.

Problem 5: To study the association between gender and tourism related businesses of locals.

Table 7: Gender differences in the tourism related businesses of the locals

Gender	Tourism Related Businesses						χ^2	Level of Significance
	Rent a Room	Rent a Vehicle	Own a Shop	Own a Taxi	Own a Shack	Others		
Males	4.9%	4.0%	.4%	4.5%	.4%	27.2%	14.788	0.039**
Females	2.2%	.0%	1.3%	2.7%	1.3%	11.2%		

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 7, there is a significant association between gender and the type of tourism related business engaged in by the locals (χ^2 = 14.788; p < 0.05). This association could be mainly due to the fact that in the tourism industry certain roles are predetermined. While males may engage in businesses where there is a lot of physical mobility and movement from place to place, females may prefer businesses where there is less travelling, like managing a shop, cart or an enterprise. The other tourism related businesses engaged in by the locals include operating fruit-carts, bars, restaurants and seeking employment as taxi drivers.

It was observed that among the male household heads the common tourism related business was renting a room. In many households as the younger generation may seek employment outside the state, their families are left behind with unused rooms in their houses. To cater to the increased demand for accommodation and hospitality services and the added income to their household, locals rent out some parts of their houses. Referring to Table 7, among the female household heads, the common tourism related business was to own taxis to cater to tourist needs. As women are more home-bound, they may buy taxis and hire drivers to earn additional income for their families.

Problem 6: To study the association between gender and the occupations of the locals.

Table 8: Traditional and emerging occupations in Cavelossim

	Occupation 15 years Ago			Recent Occupation		
	Males	Females	*Total %*	Males	Females	Total %
Coconut plucking / Toddy tapping	7.4%	3.1%	10.5%	.9%	.0%	.9%
Fishing	8.7%	1.3%	10.0%	6.0%	1.8%	7.8%
Farming	4.8%	7.0%	11.8%	.0%	1.8%	1.8%
Restaurant	1.7%	2.6%	4.4%	5.1%	3.2%	8.3%
Transportation	.9%	.4%	1.3%	5.5%	.9%	6.5%
Service	18.3%	6.6%	24.9%	22.6%	9.7%	32.3%
Professional	2.2%	.4%	2.6%	2.3%	.9%	3.2%
Others	20.5%	14.0%	34.5%	22.6%	16.6%	39.2%
χ^2	18.693			15.161		
Level of Significance	.009*			.034**		

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 8 there is a significant association between gender and occupation of the household heads 15 years ago (χ^2 = 18.693; p < 0.01). It is observed that 15 years ago the popular occupation of the male household heads was employment in the service sector, fishing and coconut plucking/toddy-tapping. Among the females household heads the most popular occupations were farming and employment in government service.

Referring to Table 8 there is also a significant association between gender and the recent occupation of the household heads (χ^2 = 15.161; p < 0.05). It is observed that a high percentage of male household heads have abandoned traditional occupations like coconut plucking/toddy-tapping, farming and

fishing. They have now gained lucrative employment in the tourism industry (for example operating restaurants and providing transport services) besides the service sector.

Toddy-tapping, fishing and farming were the primary occupations of villagers of Cavelossim since times immemorial. Over the years, urban office employment and overseas shipping jobs have significantly detracted a numbers of youth from choosing to enter the occupations of their fathers (User, 2014). However, today more youth choose easy employment in the now lucrative tourism business. For traditional farmers, agricultural practice has now become a part-time activity with the locals shifting to the service sector. Due to this extinction of traditional occupations, the Government of Goa introduced the *Goenchem Daiz Yojana* scheme to encourage the dying traditional occupations in the state.[4]

Problem 7: To study the association between gender and the adverse effects of tourism on the locals.

Table 9: Gender differences in the adverse impact of tourism

Gender	Adverse Impact of Tourism					χ^2	Level of Significance
	Rise in price of food	**Rise in price of land**	**Scarcity of goods**	**Extinction of traditional occupations**	**Others**		
Males	37.4%	18.7%	.8%	4.9%	1.6%	10.028	0.04**
Females	25.2%	4.1%	2.4%	1.6%	3.3%		

*Significant at 0.01   **Significant at 0.05   ***Significant at 0.1*

Referring to Table 9, there is a significant gender difference in the perceived adverse impacts of tourism in Cavelossim (χ^2 = 10.028; p < 0.05). The most severe adverse effect of tourism was perceived to be a rise in the price of food, followed by a rise in the price of land. Likewise, Korca (1998, in Mensah 2012, 275), Pizam (1982) and Var et al 1985 (in Tatoğlu, n.d, 746) also indicate that one major adverse impact of tourism was increase in the cost of land and housing. Liu & Var (1986) and Husbands (1989) highlight the increase in prices of goods and services due to the increased demand created by foreign customers (in Tatoğlu, n.d., 746).

Besides the rise in the price of food and land, a higher percentage of male household heads perceived that tourism had led to the extinction of traditional occupations. Toddy-tapping, fishing and farming were traditionally male dominated occupations in Goa. However, with the advent of tourism and the ability of locals to engage in tourism related businesses to earn their livelihood, many locals chose to earn a living by operating guest houses, renting vehicles and running restaurants and shacks.

CONCLUSION:

This study was undertaken to explore the gendered perception of the impact of tourism on the psycho-social and economic life of the locals in the coastal village of Cavelossim, Goa. The locals perceive that tourism has led to the lowering of moral values and the destruction of the unique Goan culture. Tourism activities have encouraged the use of alcohol and drugs. It has increased sexual permissiveness among the locals and has lead to prostitution, teenage pregnancies and a rise in abortions in the locality. Besides, the presence of tourists has also altered the behavioural patterns, customs, language and dress code of the locals.

It was also found that the family values of the locals have changed due to tourism. Traditionally the eldest male member was the prime decision maker in the family. But with an increase in the employment of the females in the tourism industry and the independence of the younger family members, there is a change in the family dynamics. The change is such that there is lesser respect and concern for the elders in the family.

The locals perceive that the major benefit of tourism activities was increase in income and employment for the locals. However the locals also felt that the government was a bigger beneficiary of tourism activities and that the local economy has not been stimulated enough by tourism. The most popular

tourism related business was renting of rooms and vehicles/taxis. The more severe adverse effects of tourism perceived by the locals were increase in the prices of food, followed by increase in the prices of land, extinction of traditional occupations and scarcity of goods.

Overall it was observed that there was no significant gender difference in the impact of tourism on the psycho-social life of the locals, except in terms of its impact on family values. However, there was a more pronounced gender difference in the perceived economic impact of tourism on the community in terms of the benefits of tourism, the beneficiaries of tourism, the tourism related businesses engaged in by the locals and the adverse effects of tourism.

The tourism industry seems to be like a double-edged sword. It has a huge potential of boosting the economy of a community; however, on the flipside it can also disrupt the psychological and social well-being of the locals. To control the negative effects of tourism there is the need to have strong checks on tourism activity in a region. As in Mirbabayev & Shagazatova (n.d., 5) these include keeping a check on the extent of involvement of locals as employees in tourism activities, attitude of locals and tourists to the local culture, respect for natural resources in the region and the extent of economic benefit to the community.

Promotion of socially and economically profitable tourism policies is a challenging task for the Central and State governments, private sector and any voluntary organizations involved. Since the locals are primarily affected by tourism activities, stakeholders have to consider their views and perceptions such that while accommodating and entertaining tourists, there is minimal intrusion and destruction to the host community.

NOTES

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2. Could be as mere waiters and drivers.
3. In relation to profession, education and savings of other family members.
4. Retrieved 28 April 2014, http://www.thehindu.com/todays-paper/tp-national/tp-karnataka/goa-all-set-to-implement-financial-assistance-scheme/article2655278.ece

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MATERIALISM AND GREEN PURCHASE BEHAVIOUR: RELATIONSHIP ANALYSIS

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ABSTRACT

The reports of Global Environment Survey have shown that people are shifting their focus towards purchase and use of eco-friendly or green products. There is a shift in the paradigm of consumption. This paper attempts to analyze if this shift will have same impact on people who are materialistic in behaviour. Materialism has always been looked upon as dark and against humanism. It has been negatively related to bionetwork in specific and well being in general. Green materialism, a term recently coined, appears to reflect the buoyant side of covetous desires. The topic has attracted much attention and interest from economists, sociologists and psychologists. This paper explores the relationship between materialism and green purchase behaviour. The principal objective of this paper is to understand the compatibility of two concepts i.e. 'green purchase behaviour and materialism' by exploring the eco friendly purchase behaviour of individuals with materialistic bent. With ever up surging information rights, there is increasing conscientiousness about conservation in consumers today. The results show that there is positive relationship between materialism and green purchase behaviour. The paper shows the analysis of materialism and green purchase behaviour across different age groups and gender. This provides a new edge to marketers as they can draw on this impel of sustainability. The findings would satisfy the gap in research to work up policies for green marketing and facilitate marketers to buckle up and devise more strategies to advance green purchase and consumption.

Keywords: Materialism, Green Purchase Behaviour, Green Consumption, Sustainable Consumption, Green Materialism

INTRODUCTION:

There is increasing consciousness about degrading environment lately. People are being informed and educated on their responsibility towards environment and importance of conservation of environment for the coming generations. It's since last four decades that the realizations of environmental degradation facts such as deforestation, global warming, increasing sea level, exhaustion of sources of natural resources and depletion of ozone layer have been brought to attention by environmentalists. The topic has attracted much attention and interest from economists, sociologists and psychologists. The need for discernment on the topic by marketers arose due to the fact that it is the consumption that is the main cause of environment degradation. Environment is being deployed and smashed for consumption (Brown & Kasser, 2005). The consumption for self satisfaction has a bearing on society and the environment. The consumption by materialistic individual is all the more harmful in comportment. Materialism emphasizes ineffective consumption i.e. more than required or may be consumption even when not required (Good, 2007).

With ever up surging information rights, there is increasing conscientiousness about conservation in consumers today. The cognisant consumers create an ostensible coop of eco friendly possessions around them. To tackle to such a situation, exponents have come up with concepts like green marketing, green labels, sustainable consumption etc. They have brought into being the products that address the requirement of consumers who are basically having a soft corner for environment and are largely interested in green purchase behaviour. With this they cannot do away with rapacity of possessing material goods. This time the synthetic products are replaced by more natural ones but the conspicuousness in consumption remains. Green materialism, a term recently coined, appears to reflect the buoyant side of covetous desires. India being emerging economy, where the effect of globalization has resulted in increasing consumerism, the changing lifestyles and cultures are lying much in front for such transformation. The study of effect of environment friendly inclinations on consumption and material wants has not received much attention so far. This paper explores if there is some relationship between materialism and green purchase behaviour. We try to find out explicitly if this green materialism is something not hypocritical. We try to investigate if the term green as a prefix is a veil to banish the condemnation attached with materialism or there is an actual makeover. This provides a new edge to marketers as they can draw on this impel of sustainability. The findings would satisfy the gap in research to work up policies for green marketing and facilitate marketers to buckle up and devise more strategies to advance green purchase and consumption.

We have used terms, like sustainable, environmental, ecological and green, interchangeable without getting into the individual conceptualization of each term to keep the analysis simple and broad.

REVIEW OF LITERATURE AND DEVELOPMENT OF HYPOTHESES:

The research on ecological consumption is old but it has taken upsurge with increasing globalization (Osterhus, 1997; Paelke, 2005). The word 'green' is being regarded as à la mode (Strizhakova & Coulter, 2013). The has been observed that by promoting of eco friendly products through green marketing the eco friendly individuals can be encouraged to buy more and more green products (Alwitt & Pitts, 1996).

There are increasing alarms by environmentalists about the limitations of ecosystem. Materialism has been negatively related to natural balance in specific and well being in general (Kilbourne & Pickett 2008; Brown & Kasser, 2004). There have been studies that have related the two i.e. materialistic behaviour and sustainable behaviour with global identity (Manchanda, 2014a/2014b; Strizhakova & Coulter, 2013) as they said it is the cultural identity that determines the relationship between materialism and sustainability. To understand green materialism, the investigation at global level is required. There level of materialism varies among developed and underdeveloped countries and globalization facilitate the augmentation of materialistic tendencies. Individuals develop a global perspective in their pursuit of consumption (Sharma, 2011). The permeation of being 'environmental friendly' has become the requirement of the day. Materialistic individuals are concerned with acquisition and possession of goods that let them stand out in crowd. Materialism has been explained as

value one associates to material goods (Manchanda 2014a; Richins and Dawson, 1992).

Materialism for environment enthusiast would be possession of products that are eco friendly. Environment enthusiasts are ready to shell out extra money for what are identified as the 'green' (Strizhakova & Coulter, 2013). The adverts of such green branded products make them more attractive. The opinion that goes behind purchase of eco friendly products is that one might be being good to self and justification to ecology by buying such products. As this time the purchase of non-eco friendly or synthetic products are replaced by more natural ones but the conspicuousness in consumption remains as it is. This put forth that both materialism and environmental friendliness can be present at one fell swoop (Manchanda 2014b; Adams, 2006). There are two main approaches for measuring materialism. The first approach is to measure materialism as a personality trait such as possessiveness, non-generosity, and envy (Belk, 1984).The second approach measures materialism as value in terms of acquisition centrality, success, and happiness (Richins, 2004). The second approach is used for the current study. For measuring green purchase behaviour, 5 item scale is used that covers the purchase of general environmental friendly goods (Kim and Choi, 2005).

Green purchasing connotes to the procurement of eco friendly products in such a manner that adequately indulge in creating the value for coming generation, future economy and at the same time minimize the harm and destruction to environment (Tan Booi Chen & Lau Teck Chai, 2010). The Green purchase behaviour has been defined by the International Green Purchasing Network (IGPN) as the purchase of such product that is least harmful towards environmental and divulge social responsibility (Tan Booi Chen; Lau Teck Chai, 2010). Green purchase behaviour refers to the inclination towards eco friendly products i.e. products that have been produced by means of ecological resources (Kilbourne & Pickett, 2008).

Green purchase behaviour is the behaviour of a person who has environmental or social issues concern whilst making purchasing decisions (Peattie, 2001). Any product to be called as green product necessitates that it should fulfil the criterion of balance between consumption requirement and environment (Ottman, Stafford & C. L. Hartman, 2006). Green purchase behaviour is found to be high in females than males (Barua & Islam, 2011) but there is no difference in materialism among gender (Barua & Islam, 2011).

The studies have shown that there is a tendency in people to pay extra price for green labled or organic products (Alston & P. Roberts, 1999).

The studies have found that there is a difference in purchase behaviour among people of different age. Young people are more inclined towards purchase and being materialistic (Mostafa, 2007; Feick et al., 2003; Quester & Smart 1993; Slama & Tashchian 1985). In an endeavour to explicate green purchase behaviour, demographic factors such as age, gender have been proposed as determinants (Roberts, 1996; Diamantopoulos et al. 2003). Many studies have shown that females are likely to be more environmentally apprehensive than males (Arcury et al. 1987; Borden and Francis 1978; Schan and Holzer 1990)

Relationship between Materialism and green purchase behaviour has also been researched in previous studies. Materialism and consumption has been negatively associated with ecology and sustainability. (Kilbourne & Pickett 2008; Brown & Kasser, 2004, Brown & Kasser, 2005; Kasser, 2005) Marketers under the camouflage of responsibility towards environment have been provoking materialistic tendencies and consumers are being in the habit of purchasing and using the environmentally friendly products.

The purchasers of green products or those who are obsessed by green consumption are in general well informed and knowledgeable females and adolescents. They play an important role because they are socially most conscious consumer. The recent research shows that green consumers are big shoppers. They in fact purchase extra during every spree of shopping. They generally purchase more often are not susceptible to price.

Based on the above review of literature, five null hypotheses have been developed.

1. **Hypothesis 1**: There is no significant relationship between in the sample
2. **Hypothesis 2a**: There is no significant difference among males and females on materialism as Value
3. **Hypothesis 2b**: There is no significant difference among males and females on green purchase behaviour
4. **Hypothesis 3a**: There is no significant difference among different age groups on materialism as Value

5. **Hypothesis 3b**: There is no significant difference among different age groups on green purchase behaviour

METHODOLOGY:

The quantitative analysis is used to study the relationship between the variables under study. The quantitative methodology is used to analysis association among materialism on green purchase behaviour. Survey method is used to collect the data.

DATA COLLECTION:

The self administered questionnaire used for survey has three sections. First section includes questions regarding general and demographic details of respondents like their name, age, gender, education level, income level and occupation. The second section contains the nine item materialism scale of Marsha Richins (2004). The shorter version of Richin's Scale is believed to hold suitable psychometric properties. The third section contains the five item scale to measure green purchasing behaviour taken from Kim and Choi (2005). Five point likert type scale is used for survey with the following options to choose from i.e. strongly disagree (1); somewhat disagree (2); neutral (3); somewhat agree (4) and strongly agree (5). For nine item scale used to measure materialism as value, the maximum total score would be 45 which show that a person is highly materialistic and minimum total score would be 9 which show that a person is not at all materialistic. The average score would be 27 showing neutral behaviour. For five item scale for green purchase behaviour, the maximum total score would be 25 which mean that a person is highly inclined towards purchase of green products and minimum total score would be 5 which means that a person is not at all inclined towards purchase of green products. The average score would be 15 showing neutral behaviour towards green products. Table 1 summarizes the details of scores that one can give in each scale used under study and what are the implications of the average scores of respondents.

Table 1: Score Summary of two scales used in study

Scale	Max Score	Minimum Score	Average of Minimum and Maximum Score
Materialism Scale	45 (highly materialistic)	9 (not at all materialistic)	27 (neutral)
Green Purchase Behaviour Scale	25 (highly inclined towards purchase of green products)	5 (not at all inclined towards purchase of green products)	15 (neutral)

DATA ANALYSIS:

The 51.42 percent of respondents are females and 48.58 percent respondents are males. The demographic details of age and gender are shown in Table 2a and 2b.

Table 2a: Demographics: Age & Gender

Age	Gender				Total	Total %
	No of Male	% Males in each age group	No of Females	% Females in each age group		
Below 20 years	30	33.71	59	66.29	89	19.47
20 years to below 30 years	67	49.63	68	50.37	135	29.54
30 years to below 40 years	72	55.81	57	44.19	129	28.23
40 years to below 50 years	39	50.00	39	50.00	78	17.07
50 years and above	14	53.85	12	46.15	26	5.69
Total	**222**	**48.58**	**235**	**51.42**	**457**	**100.00**

Table 2b: Demographics (Gender * Age - Cross-tabulation)

			Age					Total
			Below 20 years	20 Years and below 30 years	30 years and below 40 years	40 years and below 50 years	50 years and above	
Gender (M=1; F=2)	Males	Count	30	67	72	39	14	222
		% within Gender (M=1; F=2)	13.5%	30.2%	32.4%	17.6%	6.3%	100.0%
		% within Age	33.7%	49.6%	55.8%	50.0%	53.8%	48.6%
		% of Total	6.6%	14.7%	15.8%	8.5%	3.1%	48.6%
	Females	Count	59	68	57	39	12	235
		% within Gender (M=1; F=2)	25.1%	28.9%	24.3%	16.6%	5.1%	100.0%
		% within Age	66.3%	50.4%	44.2%	50.0%	46.2%	51.4%
		% of Total	12.9%	14.9%	12.5%	8.5%	2.6%	51.4%
Total		Count	89	135	129	78	26	457
		% within Gender (M=1; F=2)	19.5%	29.5%	28.2%	17.1%	5.7%	100.0%
		% within Age	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	19.5%	29.5%	28.2%	17.1%	5.7%	100.0%

Table 2a and 2b shows that out of total sample surveyed, 25.16 percent of respondents are from two categories i.e. below 20 years of age above above 50 years of age, 29.54 percent are of 20 years to below 30 years of age. 28.23 percent of respondents are 3 years to below 40 years and 17.07 percent respondents are 40 years or below 50 years.

Table 3: Descriptive Statistics

	N	Mean	Std. Dev	Std. Error
Materialism as Value	457	23.34	9.024	.422
Materialism as Value - Males	222	22.52	8.329	.559
Materialism as Value – Females	235	24.11	9.588	.625
Materialism as Value - Below 20 years	89	24.42	9.622	1.020
Materialism as Value - 20 years to below 30 years	135	22.53	8.058	.694
Materialism as Value - 30 years to below 40 years	129	23.15	9.466	.833
Materialism as Value - 40 years to below 50 years	78	24.06	8.907	1.009
Materialism as Value - 50 years and above	26	22.58	9.904	1.942
Green Purchase Behaviour	457	18.65	4.762	.223
Green Purchase Behaviour - Below 20 years	89	19.81	4.600	.488
Green Purchase Behaviour - 20 years to below 30 years	135	19.04	4.537	.391
Green Purchase Behaviour - 30 years to below 40 years	129	18.19	4.891	.431
Green Purchase Behaviour - 40 years to below 50 years	78	17.47	4.549	.515
Green Purchase Behaviour - 50 years and above	26	18.5	5.616	1.101
Green Purchase Behaviour - Males	222	19.32	4.824	.324
Green Purchase Behaviour - Females	235	18.02	4.626	.302

Table 3 shows the descriptive statistics of different variables. The mean score for materialism scale is 23.34 with standard deviation of 9.024. The mean score for green purchase behaviour scale is 18.65

with standard deviation of 4.762.The mean of materialism score below the average score but not much small and the mean of green purchase behaviour acore is above average.

The analysis of descriptive statistics with respect to different gender and different age group is also shown in table 3. The mean score for materialism is 22.52 for males and 24.11 for females. The mean score of materialism does not vary much across different age groups and the same is below the average score of 27. For respondents below 20 years of age have mean score of 24.42, for 20 years to below 30 years its 22.53, for 30 years to below 40 years its 23.15, 40 years to below 50 years its 24.06 and for 50 years and above its 22.58.

The mean score for Green Purchase Behaviour is 13.32 for males and 12.02 for females. The mean score of Green Purchase Behaviour does not vary much across different age groups and the same is below the average score of 15. For respondents below 20 years of age have mean score of 13.81, for 20 years to below 30 years its 13.04, for 30 years to below 40 years its 12.19, 40 years to below 50 years its 11.47 and for 50 years and above its 12.50.

Table 4: Correlations between

Variables		Materialism as Value	Green Purchase Behaviour
Materialism as Value	Pearson Correlation	1	.111
	Sig. (2-tailed)		.017*
	N	457	457
Green Purchase Behaviour	Pearson Correlation	.111	1
	Sig. (2-tailed)	.017*	
	N	457	457
*. Correlation is significant at the 0.05 level (2-tailed). p < 0.05			

Table 4 shows the correlation between green purchase behaviour and materialism as value. Correlation coefficient between materialism and green purchase behaviour was found to be 0.111* which is significant at 0.05 level (2 – tailed). This indicates the positive relation between the variables under study i.e. as green purchase behaviour increases, materialism also increases. Thus Hypothesis one is not accepted.

Table 5: ANOVA - Materialism as Value – Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	289.554	1	289.554	3.576	.059
Within Groups	36842.551	455	80.973		
Total	**37132.105**	**456**			

Table 5 shows the analysis of variance of materialism in males and females. The F value is found to be 3.576 (1, 455) which is not significant. Thus there is no difference in materialism between males and females. Thus the hypothesis 2a is accepted.

Table 6: ANOVA - Green Purchase Behaviour – Gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	191.161	1	191.161	8.570	.004**
Within Groups	10148.822	455	22.305		
Total	**10339.982**	**456**			

Table 6 shows the analysis of variance of green purchase behaviour in males and females. The F value is found to be 8.570 (1, 455) which is significant at 0.01 level. Thus there is a significant difference in green purchase behaviour between males and females. Thus the hypothesis 2b is not accepted.

Table 7: ANOVA - Materialism as Value - Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	251.660	4	62.915	.771	.544
Within Groups	36880.445	452	81.594		
Total	**37132.105**	**456**			

Table 7 shows the analysis of variance of materialism in different age groups. The F value is found to be 0.771 (4, 452) which is not significant. Thus there is no difference in materialism among different age groups. Thus the hypothesis 3a is accepted.

Table 8: ANOVA - Green Purchase Behaviour - Age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	275.931	4	68.983	3.098	.016*
Within Groups	10064.051	452	22.266		
Total	**10339.982**	**456**			

Table 8 shows the analysis of variance of green purchase behaviour in different age groups. The F value is found to be 3.098 (4, 452) which is significant at 0.05 level. Thus there is a significant difference in green purchase behaviour among different age groups. Thus the hypothesis 3b is not accepted.

RESEARCH FINDINGS AND DISCUSSION:

The findings of this study supports that materialistic purchasing behaviour is correlates to the environmental concern of consumers (Mostafa, 2007; Roberts, 1996).

The findings show that respondents are below the average score on materialism scale and above the average score on green purchase behaviour scale. That shows that people are less materialistic and have greater inclination towards purchase of green products.

As far as relationship between materialism and green purchase behaviour is concerned, there is a positive correlation between them. The data collected shows that both of them move in same direction. If one is increasing, the other one also increases. The findings also support that there is a significant relationship among the variables under study. As the materialistic tendency is increasing the inclination towards purchase of green product is also increasing. This shows that marketers of green products can strategise to attract the attention of people who otherwise are indulging in worldly possession (Belk, 1983).

The descriptive statistics show that the mean score of materialism and green purchase behaviour are below the average but not much low. There is no gender difference found on materialism as value but the same differs across different age groups. While the green purchase behaviour varies among males and females but there is no significant difference in green purchase behaviour across gender.

So far as relationship of materialism as value and demographics are concerned, the findings support the previous research (Banerjee and McKeage, 1994; Richins & Dawson, 1992) that there is no significant relationship among males and females on materialism as value. It means that both males and females are found to be equally materialistic. Materialism as value also does not differ across different age groups. The results for analysis of green purchase behaviour also confirms to previous findings (McStay and Dunlap 1982, Arcury et al. 1987; Borden and Francis 1978; Schan and Holzer

1990,) that for different age groups (Sinnappan and Rahman, 2011) and gender shows that the green purchase behaviour varies significantly among males and females and also among different age groups (Lee, 2008).

IMPLICATIONS AND DISCUSSION:

The reports of Global Environment Survey have shown that people are shifting their focus towards purchase and use of eco-friendly or green products. There is a shift in the paradigm of consumption. This paper attempts to analyze if this shift will have same impact on people who are materialistic in behaviour (Survey of Global Environmental Issues, 2013). This study is useful for marketers who face a lot of challenges in swaying the consumers for purchasing the eco friendly products. There is a need to understanding the link between aspiration, acquisition and possession of material goods to green purchase behaviour. With the study relating materialism and green purchase behaviour, marketers would be able to design successful and lucrative marketing plans and strategies. The study shows that marketers and policy makers need to recognize that importance of green outlook of consumers. This would help them in predicting the consumer's behaviour more accurately. Marketers can make consumers feel more involved and close to environment by engaging themselves in green marketing strategies (Lee, 2008).

CONCLUSION:

Bringing together the two concepts i.e. 'green' and 'materialism' put forth a challenge in itself whether the same works for or goes against the sustainability. Marketers need to appreciate the fact that environment concerns do attract the consumers and helps in getting optimistic consideration for their product. The ever increasing concern for environment has made the analysis all the more important. Consumers who comparatively encompass more concern for the environment do deem on how the quality of the ecosystem can be enhanced and they would unquestionably buy green products. This study has tried to analyse the relationship between materialism with ever increasing concern.

FUTURE SCOPE OF STUDY:

In this study positive relationship has been found among materialism and green purchase behaviour. Further studies can further study the causal relationship among the variables. Regression analysis can be done for further investigation. To further explore the relationship, there is a need to verify the compatibility of two apparently discrete notions and to discover more upshot for the eco friendly purchase behaviour of individuals with materialistic bent. Further studies are required for development of such instrument that can measure such discrete variables. The further studies can focus on the standing of green labelling, recycle able products. Apart from gender and age as moderating factor, future study of green purchase behaviour can also be done in relation to other demographics like education level, occupation, income level etc.

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COMMUNICATIVE COMPETENCE AND LANGUAGE LEARNING STYLES OF PROSPECTIVE TEACHERS OF ENGLISH

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ABSTRACT

This paper is aimed at exploring the possible relationshipbetween the level of communicative competence and language learning styles of prospective teachers of English. Results of the study on over all competence show test show that the prospective teachers of English are fairly competent users of English with a total mean of 23.97 with standard deviation of 5.44. In terms of their language learning styles, results of the study also show that their style of orientation belonged to sensory orientation scale with a frequency of 39 or 69%. Correlation analysis, however, shows the insignificant relationship between the level of communicative competence and language learning styles of prospective teachers of English. This indicates that the language learning style has no bearing on the level of communicative competence of prospective teachers of English. Therefore, it is recommended that experiences in actual school environments for prospective teachers of English should also be enhanced in addition to a series of courses that will develop language learning style and communicative competence of prospective teachers of English.

Keywords: Communicative competence, language learning style, prospective teachers of English, language performance.

INTRODUCTION:

One of the most popular words in the 20th century is "communication". This has a great influence in the language teaching world not only because of its high frequency appearance in the research world but also because of its essential meaning that represents the gradual globalization in the past century. Since Hymes, a linguistic anthropologist proposed the concept of "communicative competence", Chomsky's scope of linguistic theory confronted an attack of breaking Chomskyian's idealism. For Chomsky, he focuses his attention on the rules of language for a generative grammar.

However, for Dell Hymes, his concern is not only on grammaticalpossibilities in a language, but on feasibility and appropriateness as well (Spolsky, 1989; Grenfell & Harris 1999 cited in Xin 2007). In like manner, once the communicative competence approach embarks on the academic and pedagogic world, many linguists enrich the contents and features of communicative competence. After Hymes (1972), Canale and Swain (1980) and Bachman (1990) are the representatives who have developed and extended the notion of communicative competence, which attempts to include all these dimensions: the grammatical, the social and psychological (Xin, 2007). However, these are not just some developments in linguistic theory, but an impetus to establishing a concept of language learning and teaching.

Canale and Swain (1980) proposed their own theory of communicative competence that minimally includes four main competencies: grammatical, sociolinguistic, discourse and strategic competence. Grammatical competence includes knowledge of lexical items and rules of morphology, syntax, sentence, grammar semantics and phonology. They pointed out that grammatical competence would be animportant concern for any communicative approach whose goals include providing learners with knowledge of how to determine and express accurately the literal meaning of utterances. Sociolinguistic competence is made up of two sets of rules: sociolinguistic rules of use and rules ofdiscourse.

Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Further, they believe that knowledge of these rules would be crucial in interpreting utterances for social meaning, particularly when there is a level of transparency between the literal meaning of an utterance and the speaker's intention. Finally, strategic competence is made up of verbal and non-verbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient grammatical competence as to how to help students acquire communicative competence in theclassroom.

On the other hand, learning style is inherent and pervasive (Willing, 1988) and is a blend of cognitive, affective, and behavioral elements (Ehrman and Oxford, 1988). Language learning styles and strategies are among the main factors that help determine how-and-how well our students learn a second or foreign language. A second language is a language studied in a setting where the language is the main vehicle of everyday communication and where abundant input exists in that language.

According to Oxford (1990b), the term learning style is used to encompass four aspects of the person: cognitive, which are preferred or habitual patterns of mental functioning; patterns of attitudes and interests that affect what an individual will pay most attention to in a learning situation; a tendency to use certain learning situation; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use learning strategies and avoid others.

With the foregoing premises, this paper is aimed to explore the possible relationship of the level of the communicative competence and the language learning styles of prospective teachers of English.

Specifically, it attempted to answer the following questions:
1. What is the level of communicative competence of prospective teachers of English as measured through the following variables?
    1.1 Linguistic
    1.2 Discourse
    1.3 Sociolinguistic
    1.4 Strategic

2. What are the language learning styles of prospective teachers of English?
3. Is there a significant relationship between the level of communicative competence and language learning styles of prospective teachers of English?

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MATERIALS AND METHODS:

The present study made use of a survey research design. Data of the study were analyzed both quantitatively and qualitatively using correlation technique, multiple regression, percentages, mean score, average, and standard deviation. This study also made use of standardized tests for the language learning style (Oxford, 1990b) and the communicative competence (Danao, 1987).

A total of 56 prospective teachers of English consisting of 31 junior Bachelor of Secondary Education (BSEd) English majors and 25 senior Bachelor of Secondary Education (BSEd) English majors were drawn purposively from the College of Teacher Education of the Isabela State University from the cluster campuses of Cabagan, Echague, and Cauayan, Isabela, Philippines.

RESULTS AND DISCUSSION:

As gleaned in Table 1, it is unfortunate to note that three from the four criteria components of communicative competence revealed that prospective teachers of English are fairly competent users of English. Therefore, saying, thatthey are not communicatively competent. Results of the present study further showed that in terms of Linguistic Competence, prospective teachers of English obtained a fairly level competece with a mean of 30.64 with a standard deviation of 7.15 followed by a mean of 30.43 with a standard deviation of 8.11 under Discourse Competence. This time prospective teachers of English obtained a competent level of competence. Criterion 3, on the other hand, on Sociolinguistic competence show that prospective teachers of English obtained a fair level of competence. Similarly, prospective teachers of English scored fairly on Strategic Competence performance. As a whole, as earlier mentioned, the overall performance of prospective teachers of English of the Isabela State University obtained a fair level of competence.

Table 1: Level of communicative competence of prospective teachers of English

Criteria	M(SD)	Interpretation
1.Linguistic Competence	30.64 (7.15)	Fairly Competent
2. Discourse Competence	30.43 (8.11)	Competent
3. Sociolinguistic Competence	25.82 (5.44)	Fairly Competent
4. Strategic Competence	9.00 (1.06)	Fairly Competent
Over all	**23.97(5.44)**	**Fairly Competent**

This implies therefore, that the quality of language teaching instruction the prospective teachers of English receive depends largely upon the skill and competence of teachers. Hence, any attempt to solve the incompetence of the pre-service in Isabela State University must start with the in-service teachers.

Table 2 shows the language learning styles prospective teachers of English. Results of the study show that in terms of sensory language learning style, the third year student-respondents of Echague campus obtained 9 or 16.1% while the third year student- respondents of Cabagan campus obtained 6 or 10.7%. In terms of combination or over all orientation style, the third student-respondents of Echague main campus got 2 or 3.6%.

The results of the study shows that the from among the language learning styles being used by the prospective teachers of English, sensory language learning style obtained the highest with a frequency of 39 or 69.6%. This goes to show that prospective teachers of English remember things better if they write down. It brings very important variables to the forefront of language learning and can contribute significantly to the construction of a unified theory of language learning (Brown, 1994).

Table 2: Language learning styles of prospective teachers of English

LANGUAGE LEARNING STYLES	ISABELA STATE UNIVERSITY COLLEGE OF TEACHER EDUCATION												F	%
	Cabagan				Echague				Cauayan					
	3rd Year		4th Year		3rd Year		4th Year		3rd Year		4th Year			
	F	%	F	%	F	%	F	%	F	%	F	%		
Sensory	6	10.7	6	10.7	9	16.1	3	5.4	7	12.5	8	14.3	39	69.6
Ideas	-	-	-	-	-	-	-	-	1	1.8	1	1.8	2	3.6
Overall	1	1.8	-	-	1	1.8	-	-	1	1.8	-	-	3	5.4
Combination	1	1.8	2	3.6	2	3.6	4	7.1	2	3.6	1	1.8	12	21.4
Total	8	14.3	8	14.3	12	21.5	7	12.5	11	19.7	10	17.9	56	100

Note: F-frequency, % - percentage

Learning a second language is similarly viewed by language proponents as acquiring the linguistic means to perform different kinds of functions. Canale and Swain (1980) present four dimensions of communicative competence: Linguistic competence, discourse competence, sociolinguistic competence, and strategic competence (Canale, 1983). The theory of communicative competence is an issue for discussion among the language teachers in the world.

Relative to the results of the study presented above, Fatt and Kasper (1983) in their study examining the vital role of higher education in developing communicative competence in university students, concluded that as English is taught, university graduates are supposed to be structurally competent. However, most of them soon find themselves communicatively incompetent when they enter the job market. A communicative approach based on communicative and linguistic criteria is proposed to bring language learning closer to the needs of the industry.

Table 3 shows insignificant relationship between the level of communicative competence and language learning styles of prospective teachers of English. This asserts that the language learning style has no bearing on the level of communicative competence of prospective teachers of English.

Table 3. Relationship between the level of communicative competence and language learning style of prospective teachers of English.

Components	r-value	Inference
Linguistic	-.134	Insignificant
Discourse	-.092	Insignificant
Sociolinguistic	-.099	Insignificant
Strategic	.072	Insignificant

The null hypothesis stating that there is no significant relationship between the level of communicative competence and language learning styles is accepted. The results of the present study contradicted the findings of Reid (1987) that in the language classroom, learners rarely report using cooperative behaviors (behaviors that one would infer to reflect a cooperative style).

However, this finding might well be related to instructional methodologies that often preclude cooperation and foster competition.

CONCLUSIONS AND RECOMMENDATIONS:

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

1. That style orientation shows that the prospective teachers belonged to sensory orientation scale with learning styles mediating between emotion and cognition. The present study supported the findings of Dela Cruz (2000) that almost half of the prospective teachers were sensory-visual oriented;
2. That the level of communicative competence of prospective teachers of English was fair with a total mean score of 23.97 and standard deviation of 5.44
3. That there is no significant difference between the level of communicative competence and language learning style of prospective teachers of English.

Thus, since the language learning style has no bearing on the communicative competence of prospective teachers of English, experiences in actual school environments for prospective teachers of English should be enhanced in addition to a series of courses that will develop their communicative competence and language learning style.

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