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Coexistence of Internationalization of Higher Education, Educational Tourism, and Non-recognition: The Case of North Cyprus

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Abstract

Countries such as USA, UK, China, Australia, France, Canada, Russia, Germany, Japan, Spain, Netherlands, New Zealand, India, Sweden, and Finland have been the most popular destinations of international higher education and educational tourism in recent years. Besides core countries, recently considerable number of international educational tourists has also been travelling to other relatively less developed countries for tertiary education. Among these emerging host countries, in the last decade, northern part of Cyprus has become a flourishing destination for international educational tourists. Tertiary education developments which started in mid-1980s has boomed in recent years and currently more than 95 thousand students pursuing their tertiary education in 17 higher education institutions in the northern part of Cyprus from around 100 different countries. Only 15 percent of the student population is locals (Turkish Cypriots); remaining of the student population is from Turkey (55 percent) and overseas countries (30 percent) mostly from Africa, Middle-East, and Central Asia regions. Considering the international standards regarding internationalization of higher education, what has been achieved in north Cyprus is a miracle. Research on student mobility from developing or less developed countries to core developed countries has been extensively examined; however, research on student mobility to North Cyprus in particular, which is a unique case, is scarce. This paper presents a detailed and critical analysis of how higher education has developed in north Cyprus which is politically not recognized in international arena and how the sector contributed to the economic, social, cultural, and political development. Moreover, the challenges confronting higher education sector in north Cyprus are also critically examined in detail. A qualitative research approach was adopted to gain in-depth understanding of the factors influencing the development of higher education in north Cyprus using document analysis method which is an important and widely utilized research tool in social research. Published and unpublished documents from various national and international sources are analyzed utilizing the proposed document analysis process to ensure reliable results. The preliminary results reveal that challenges facing north Cyprus higher education sector can be grouped as internal and external. Internal challenges include issues that can be tackled within the individual higher education institutions by exploiting internal and external resources. On the other hand, external challenges are those subjects that cannot be controlled by the individual institutions however by formulating certain nation-wide policies their adverse impact can be mitigated. The findings of the study also reveal that there is a grave need for a detailed strategic plan, institutional development and development of specific policies at state level in order to maintain the current state of the sector in a sustainable manner. Finally, the research identified that policy-makers lack accurate understanding of the factors affecting their policies and consequently making ad-hoc decisions based on presumptions rather than facts. The research will present an account of micro and macro level policies to top level administrations of the universities and moreover to nation-wide policy makers.

Keywords: Internationalization of Higher Education, Educational Tourism, North Cyprus, Document Analysis, Non-recognition

Compliance of Higher Education Institutions to Outcome-Based Education for the 21st Century Learners

Dr. Juliefer S. Fernando

Outcome-Based Education (OBE) is the current trend in Philippine tertiary education which is implemented by the Commission on Higher Education (CHED) on the year 2012. It is a product of innovation for quality education that caters the needs of the 21st century learners.

The study discusses the extent of compliance of selected Higher Education Institutions (HEIs) to OBE Framework and the significant difference between the compliance of accredited and non-accredited HEIs. It also determines the challenges encountered by the respondents in the implementation of OBE in response to the 21st century education.

The findings reveal that HEIs whether non-accredited or accredited are both compliant with the implementation of OBE and conform to the framework designed by CHED. However, it reveals the challenges that the respondents' experience in terms of OBE thus, it identifies the essential needs of the educators in the effective and efficient methods in applying OBE.

The different aspects of OBE Framework explored and described in the study yielded the *Application of OBE framework for teachers, and the essential characteristics of 21st century educators*. The concepts produced may serve as a guide for educators in becoming more effective and efficient educators with a 21st century skills.

General Introduction

Outcome based education (OBE) is an instructional process that moves education from focusing on what academics believe graduates need to know (teacher-focused) to what students need to know and able to do in varying and complex situations (student and/or work place-focused) (Biggs, 2007). It means clearly focusing and evaluating everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experience (Spady, 1994). It places students in the center making them active and responsible learners, and on the other hand, it modifies the role of a teacher from being a “giver” and “presenter” of knowledge to a facilitator of the learning process (Spady, 1994, 2006). It also provides platform of making teaching and learning process more explicit and transparent to both teacher and students (D’Andrea, 2003). Therefore, it is built to following assumptions: (i) every student is able to be a successful learner, (ii) success leads to more, once experienced, leads to more success; and (iii) that teaching staff need to understand that they have control over the conditions which make it possible for success to be enjoyed by all students (Spady, 1994). By the end of the educational experience, each student should have achieved the goal (Spady, 1994, 2006). The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course (Tam, 2014). In practice, the OBE concept does not follow a single idea or a set of procedures but is a democratic process (Lawson and Williams, 2007).

The demands of accountability and accreditation on education were the major reasons for the rapid spread of various forms of educational reform (McDaniel et al., 2000; Brindley, 2001). External governing bodies are increasingly requiring tertiary institutes throughout the world and accredited organizations to demonstrate that they have appropriate self-regulating process to assure that their stated missions and goals are met (Lohmann, 1999).

There is widespread recognition that skills and human capital have become the backbone of economic prosperity and social well-being in the 21st century (Tremblay, Lalancette, and Roseveare, 2012). Therefore, the use of OBE is timely because the approach is suited for today’s 21st century learners.

Article 14 of the 1987 Philippines Constitution which provides that “the State shall protect and promote the right of all citizens to quality education at all levels.” The enactment of Republic Act 7722, otherwise known as the Higher Education Act of 1994 created the Commission on Higher Education (CHED) and directed it to promote and support higher education in the country. It further mandates CHED to monitor and evaluate performance of programs and institutions of higher learning.

The improvement of quality of Higher Education Institutions is of paramount interest of government agencies particularly the Commission on Higher Education (Conchada and Tiongco, 2015). The commission supports the development of HEIs into mature institutions by engaging them in the process of promoting a culture of quality (CMO 46, 2012). CHED Memorandum Order (CMO) No. 46, series 2012, entitled “Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA” discussed the role of the state in providing quality education to its citizens (CHED, 2014). As defined by CHED, quality in higher education is “excellence” or “fitness for purpose”, but also as “transformation” of stakeholders, especially for mature institutions (CMO 46, 2012). The task of HEIs is daunting as they have to constantly check

itself against the standards in place and keep itself abreast of the latest demands of the labor market (Conchada and Tiongco, 2015).

Higher Education Institutions (HEIs) implemented Outcome-Based Education after the release of Executive Order No. 83, s. 2012 on the Institutionalization of the Philippine Qualifications Framework (PQF) with the following objectives as stated under Section 1: to adopt national standards and levels for outcomes of education, to support the development and maintenance of pathways and equivalences which, provide access to qualifications and assist people to move easily and readily between the different education and training sectors and between these sectors and the labor market, and to align the PQF with international qualifications framework to support the national and international mobility of workers through increased recognition of the value and comparability of Philippine qualifications. The implementation has been pioneered by top universities in the Philippines. Commission on Higher Education (CHED) mandated universities and colleges to implement OBE in their institution. CHED has released a Handbook of Typology, Outcome-Based Education in compliance to CHED Memorandum Order (CMO) No. 46, series 2012, entitled “Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA” which discuss the role of the state in providing quality education to its citizens.

Focusing on the quality of education is one of the priorities of government agencies. Accreditation is one way of supervising the performances of higher education institutions to ensure that the standard set by CHED is being observed. CHED was given the autonomy to become the supreme organization over and above accrediting agencies (Arcelo, 2003; Corpus, 2003).

As stated on the handbook on typology, outcomes-based education, and institutional sustainability assessment, quality is premised on the: alignment and consistency of the learning environment with the HEI’s VMG; demonstration of exceptional learning and service outcomes; and development of a culture of quality.

The overall quality is reflected in the vertical typology of the HEI as: autonomous HEI (by evaluation), deregulated by HEI (by evaluation), or regulated HEI.

Hence, from the phenomenal objective of outcome-based education, this research explored on the management of outcome-based education with the use of qualitative and quantitative as methods of research. This gives more information on the following questions:

1. What is the extent of compliance of selected Higher Education Institutions to OBE Framework and is there a significant difference on the extent of compliance of selected Higher Educational Institutions to OBE in terms of the following classification?
 - a. Mission, Vision, and Goals
 - b. Institutional, Program and Course Outcomes
 - c. Course Design
 - d. Learning Environment
 - e. Assessment and Evaluation
 - f. Teaching-learning Systems

2. What are the challenges encountered by the respondents in the implementation of

OBE in response to the 21st century education?

Methodology

A purposive sampling was conducted among 100 college instructors/professors of selected Higher Education Institutions. These instructors were recruited to answer the research instrument. Criteria of selecting the respondents include the following: (a) full-time college instructor/professor of HEI within Metro Manila; (b) knowledgeable on the implementation of outcomes-based education (OBE); and (c) availability and willingness of the subjects to answer the survey. There were 20 chosen colleges and universities that the respondents represent, ten (10) for accredited and ten (10) for non-accredited Higher Educational Institution. Each institution is represented by their five (5) faculty members. There is a total of 100 respondents, 50 respondents from the accredited HEI and another 50 respondents for the non-accredited HEI on the study conducted during the academic year 2017-2018.

For the qualitative approach, a total of 20 respondents will be interviewed. The 10 respondents represent accredited HEI while the other half will represent non-accredited HEI. There were twenty (20) college instructors and professors involved in this study.

This study used a descriptive method of research wherein the quantitative data were gathered using a survey questionnaire to assess the level of compliance of HEIs to OBE and the extent of its implementation. A likert scale was used to assess the compliance and implementation of CHED accredited and non-accredited HEIs. There were five respondents to represent each Higher Education Institution (HEI). A total of fifty (50) respondents from ten (10) different CHED Non-accredited institutions within National Capital Region were gathered.

Weighted Mean was applied to consolidate the answers of respondents to each question. Composite Mean was used to get the average mean to come up with the general result of instructors' response for each part of the questionnaire. It was used to determine the compliance of HEIs to OBE and the status of its implementation. Z-test was used to determine if there is a significant difference on the extent of compliance of selected HEIs.

Results and Discussion

Outcome-based education is an approach to education as well as a type of learning process wherein decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course (Davis, 2003; Caguitla, et.al 2013). It has become a matter of discussion and controversy (Lawson and Williams, 2007). It is like democracy which consists of different versions practiced in different ways in different places, all with the label outcomes-based education (Lawson and Williams, 2007).

It was first implemented in the Philippines for Higher Education Institutions (HEIs) that motivated several universities and colleges to pioneer on the said approach. After producing output that verifies its effectiveness, the Commission on Higher Education designed a Framework for Outcome-Based Education as a guideline and model for Higher Education Institutions. The framework consists of the following areas:

- a. Mission, Vision, and Goals
- b. Institutional, Program and Course Outcomes
- c. Course Design
- d. Learning Environment
- e. Assessment and Evaluation
- f. Teaching-learning Systems

Findings

Analysis of Variance of Means/Standard Deviations Based on the extent of compliance of Higher Education Institutions to Outcome-Based Education

This part deals with the results of the data gathered from the respondents representing their respective HEIs in terms of compliance to implementation of outcome-based education. The data show whether there is a significant difference between non-accredited and accredited HEIs on their compliance and implementation to OBE.

A. HIGHER EDUCATIONAL INSTITUTION'S MISSION, VISION, AND GOALS	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.24	0.1447	-13.43	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	1.63	0.1459				

Table 1. Analysis of Variance of Means/Standard Deviations Based on the Higher Education Institutions' Mission, Vision, and Goals

Table 1. Illustrates that CHED non-accredited HEIs' mean score is 1.63 while CHED accredited HEI is 1.24 with mean difference of 0.39. Since the test statistic $z_c = -13.43$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited in terms of HEIs mission, vision, and goals.

This shows that the groups of respondents significantly differ in their agreement in terms of their respective HEI's mission, vision and goal. The data implies that accredited HEIs have higher level of compliance, implementation, and dedication in terms of their mission, vision, and goal compared to the non-accredited HEIs.

B. INSTITUTIONAL, PROGRAM AND COURSE OUTCOMES	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.36	0.1682	-13.33	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	1.75	0.1204				

Table 2. Analysis of Variance of Means/Standard Deviations Based on Institutional, Program and Course Outcomes

Table 2. Illustrates that CHED non-accredited HEIs' mean score is 1.75 while CHED accredited HEI is 1.36 with mean difference of 0.39. Since the test statistic $z_c = -13.33$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited in terms of HEIs institutional, program and course outcome.

This shows that the groups of respondents significantly differ in their agreement which implies that accredited HEIs have higher level of compliance and implementation in terms of their institutional program and course outcomes compared to the non-accredited HEIs. The result of the data gathered for this category shows that accredited HEIs have organized and established institutional program and course outcomes that ensures the manifestation of intended learning outcomes among the students.

C. COURSE DESIGN	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.56	0.3811	-3.20	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	1.97	0.8204				

Table 3. Analysis of Variance of Means/Standard Deviations Based on Course Design

Table 3. Illustrates that CHED non-accredited HEIs' mean score is 1.97 while CHED accredited HEI is 1.56 with mean difference of 0.41. Since the test statistic $z_c = -3.20$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited in terms of HEIs course design.

This shows that the groups of respondents significantly differ in their agreement which implies that accredited HEIs have higher level of compliance, implementation, and application in terms of their course design compared to the non-accredited HEIs. The result of the data gathered for this category shows that instructors/professors from accredited HEIs are more competent and have higher level of mastery on the matters pertaining to outcomes-based education compared to instructors/professors from CHED non-accredited HEIs.

D. LEARNING ENVIRONMENT	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.68	0.5346	-3.98	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	2.01	0.2419				

Table 4. Analysis of Variance of Means/Standard Deviations Based on Learning Environment

Table 4. Illustrates that CHED non-accredited HEIs' mean score is 2.01 while CHED accredited HEI is 1.68 with mean difference of 0.33. Since the test statistic $z_c = -3.98$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited in terms of learning environment.

This shows that the groups of respondents significantly differ in their perception on the learning environment that their HEIs provide their students. The result of the data

gathered for this category shows that accredited HEIs provide better learning environment than the non-accredited. On the items listed, learning environment was measured through student's access to laboratory, classroom and facilities, equipment and resources, and adequate selection of books and periodicals from the library.

E. ASSESSMENT AND EVALUATION	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.40	0.2048	-3.72	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	1.52	0.0933				

Table 5. Analysis of Variance of Means/Standard Deviations Based on Assessment and Evaluation

Table 5. Illustrates that CHED non-accredited HEIs' mean score is 1.52 while CHED accredited HEI is 1.40 with mean difference of 1.11. Since the test statistic $z_c = -3.72$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited in terms of instructors'/professors' assessment and evaluation.

This shows that the groups of respondents significantly differ in their assessment and evaluation in compliance with the requirement of OBE. The result of the data gathered for this category shows that instructors/professors from accredited HEIs were already used to the way how learners should be graded under the outcomes-based education.

F. TEACHING-LEARNING SYSTEMS	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.55	0.6201	-3.14	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	1.98	0.7427				

Table 6. Analysis of Variance of Means/Standard Deviations Based on Teaching-Learning Systems

Table 6. Illustrates that CHED non-accredited HEIs' mean score is 1.98 while CHED accredited HEI is 1.55 with mean difference of 0.41. Since the test statistic $z_c = -3.14$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited in terms of HEIs teaching-learning systems.

This shows that the groups of respondents significantly differ in their teaching-learning systems which implies that accredited HEIs instructors/professors are more innovative and confident to OBE approach than the instructors/professors from non-accredited HEIs.

Compliance and Implementation of Outcomes-Based Education	MEAN	STANDARD DEVIATION	Z-VALUE	TABULAR VALUE (two-tailed)	DECISION	CONCLUSION
ACCREDITED	1.47	0.1463	-10.05	±1.96	Reject Ho	Significantly Different
NON-ACCREDITED	1.81	0.1891				

Table 7. Analysis of Variance of Means/Standard Deviations Based on the Compliance and Implementation of Outcome-Based Education

Table 7. Illustrates that CHED non-accredited HEIs' mean score is 1.81 while CHED accredited HEI is 1.47 with mean difference of 0.34. Since the test statistic $z_c = -10.05$ is less than critical/tabular value -1.96 at 0.05 significance level, the null hypothesis is rejected. It shows that there is statistically significant difference between accredited and non-accredited on their compliance and implementation of outcomes-based education.

The overall data gathered implies that accredited HEIs have higher level of compliance, implementation, and application of OBE compared to the non-accredited HEIs.

Discussion

As shown in the findings, both non-accredited and accredited Higher Education Institutions (HEIs) are compliant on the Outcomes-Based Framework for Higher Education provided by Commission on Higher Education (CHED) released on the Handbook on Typology, Outcomes-Based Education, and Institutional Sustainability Assessment. It is evident that respondents are already knowledgeable about OBE.

The respondents were categorized between instructors from accredited HEIs and non-accredited HEIs to determine whether there is a significant difference on the responses of the two group.

As release on CMO No. 01, series 2005, it is the declared policy of the State to encourage and assist, through CHED, higher education institutions which desire to attain standards of quality over and above the minimum required by State. For this purpose, the CHED encourages the use of voluntary non-governmental accreditation systems in aid of the exercise of its regulatory functions. The CHED will promote a policy environment which supports the accreditations' non-governmental and voluntary character and protects the integrity of the accreditation process.

Outcome-based education (OBE) is an educational trend that transformed the traditional approach in teaching to transformational. OBE focuses on the performance and demonstration of learners' mastery within a period of time. Higher Education Institutions (HEIs) adopt the concept for quality assurance and compliance to the existing international standards.

It is the latest educational approach in the Philippines as it was only implemented last 2014 through CHED Memorandum Order (CMO) No. 46, series 2012, entitled "Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through an Outcomes-Based and Typology-Based QA" which discuss the role of the state in providing quality education to its citizens.

This study assessed the compliance and condition of educators in their application of OBE in their teaching as well as the implementation of their respective HEIs to OBE. The assessment is based on six categories in measuring the compliance to OBE on the different aspects of education. There is also a comparison made by the researcher in terms of the compliance of non-accredited and accredited HEIs.

Based on the findings, the researcher proposes a seminar for educators and administrators to address the challenges that are being encountered after the implementation of OBE. The seminar will guide HEIs on the curriculum development while educators will be given workshops on course design based on their needs inside the classroom.

This study has explored different aspects of OBE. Thus this study hopes to contribute to the improvement and development of OBE.

This study has come up with a modified OBE framework based on the Outcome-Based Framework released by CHED for Higher Education. The modified framework is appropriate on responding to the needs of HEIs on the implementation of OBE.

The institutional goals of HEIs are determined through its mission and vision. It determines of the kind of graduates it produces and the impact it has on society. Mission and vision serves as the foundation for outcomes that forms the classification of ideal graduates that it desires to produce.

The outcomes are the end while the educational structures and curricula are the means in attaining these outcomes (CHED, 2012). In achieving the outcomes, the use of appropriate assessment is essential. There must be an alignment between the outcomes and assessment because it determines the validity of the effectiveness of OBE in education. Outcomes and assessment should be in line with what the institution, program, and course requires.

Other factors that need to be considered in the OBE framework are the following: learning environment, course design, and continuous improvement. Learning environment and continuous improvement on all aspects of curriculum must be considered in a course design. The educator is the one who create the course design in line with the mission and vision of the institution. Course design must be flexible for learners and students to develop better competencies and updated learnings. Educators in charge with the course design must be innovative to ensure continuous improvement for the quality of each learnings.

Another factor that needs to be considered in a course design is the learning environment. HEIs should provide learning environment that promotes quality learning. It includes the update of facilities and having sufficient technology resources that will provide for the needs of the learners. Part of this is the teacher to students' ratio. There should be limit on the quantity of students in the class. If the number of students is beyond 30 it can be considered as large-sized class and which causes problem on the proper implementation of OBE.

HEIs compliance to accrediting organizations to be able to get accreditation and certification ensures that they are committed in providing quality education. This commitment includes their dedication to the improvement of their respective institutions.

OBE Framework for Educators: How it should be done?

Educators are the main implementers of curriculum. As an implementer, they should possess the quality that they require students to have. Educators construct the course designs in line with the mission and vision which produces outcomes.

The researcher comes up with a framework for teachers to guide them on the proper construction of course design and its proper application. The course design should be in line with the mission and vision to be able to produce the desired outcome required by the institution and program.

There is a need on the course design to include classroom management, competencies, values formation, and collaborative learning.

Classroom management is the major challenge that educator experiences. It involves motivating students to comply with the requirements and perform tasks given to them.

Competencies are essential for this is the formation of the learning process. Integration of values formation should be established together with the formation of competencies. Producing intellectual competent students is useless without developing their values towards life and in dealing with other people.

The course design should also enhance the 21st century skills that the learners possess and promote collaborative learning among them.

APPLICATION OF OBE FRAMEWORK FOR TEACHERS

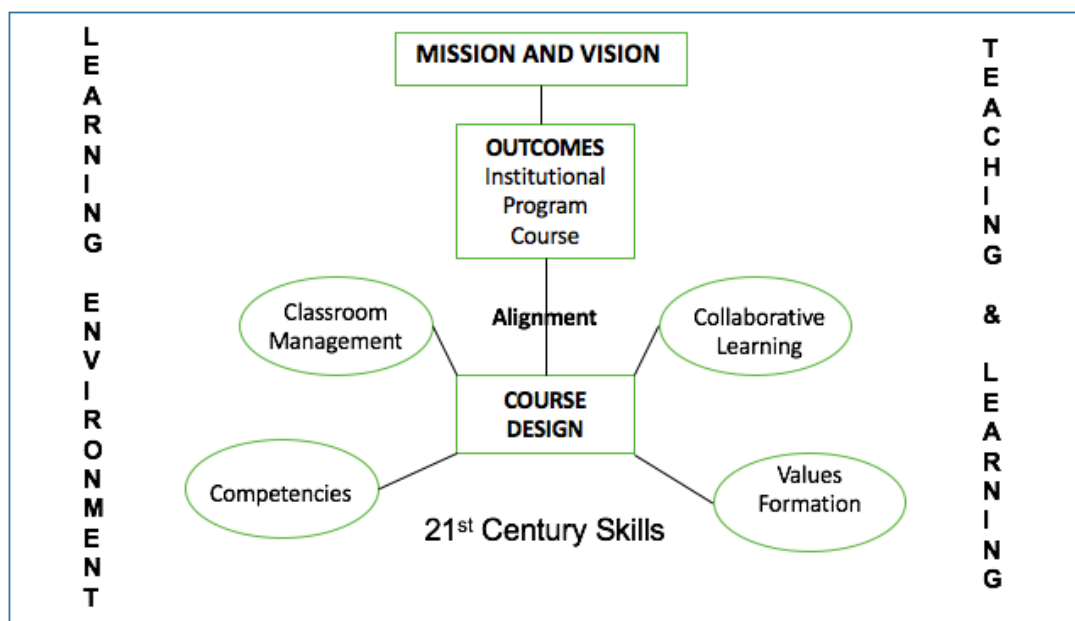


Figure 1. Application of Outcome-Based Education Framework

21st Century Educators

Gone are the days when educators deliver their prepared lectures in the classroom. This teaching method is no longer appropriate for the 21st century learners. Educators transmit knowledge to the learners. To be able to do it effectively, educators must upgrade themselves into 21st century educators and possess the qualities that it requires.

21st century educators must have a diversified set of skills and possess a broad horizon to cope up with tremendous era of science and technology (Ansari and Malik, 2013). Educators nowadays must be adaptive to change. Today's education requires educators to be innovative.

The researcher strongly recommends immediate and strong actions of HEI leadership to fully implement OBE, as mandated, to support our college instructors/professors to be responsive to the needs of 21st century learners.

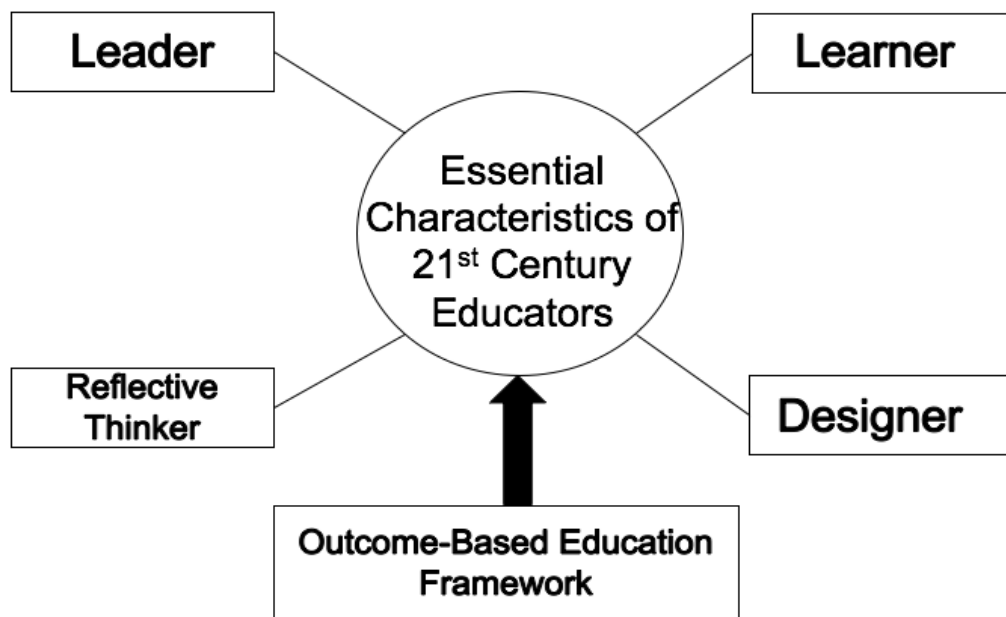


Figure 2. Essential Characteristics of 21st Century Educators

The theme emerged on this study are the essential characteristics of 21st century educators that is needed for the effective implementation of outcome-based educations.

Educators are also learners. Learning doesn't stop for educator for they know the importance of lifelong learning and its importance on their teaching profession. They already possess the passion in learning.

Educators are reflective thinker for they apply the process of self-evaluation for their professional development. Being a reflective thinker helps educators catch up with the demanding nature of their chosen profession.

Educators are also designers. They are the learning designer of their their courses. They provide good learning structure that adjusts to the needs of the learners without sacrificing the quality of the content required.

Lastly, educators must be a leader for they provide direction, instructions, guidance and motivation to their student.

Conclusion

Educators whether from accredited or non-accredited HEIs are experiencing challenges on the implementation of OBE. It's new educational concept that is designed to answer the needs of the new generation learners. The common conflict encountered by the respondents has something to do with the application of OBE in a traditional setting or learning environment.

Not all educators have mastered the concept of OBE. They are in the process of equipping themselves with knowledge sufficient for the effective and efficient application of OBE especially in the classroom. Initiative is visible on the part of the respondents for they do self-study and research about OBE. Workshops are provided by their HEIs especially from those who came from accredited HEIs.

Assessment plays an important role in determining whether OBE is effectively applied and it requires more attention. Through assessment, educator will be able to see whether the intended learning outcomes set have been achieved. This learning outcomes includes the institutional, program and course outcomes. Educators use rubrics for assessment and they find it easier to assess through the use of it.

There is a lot of curriculum content that needs to give focus in the implementation of OBE. The problem is that learning environment does not support the learning objectives and intended outcomes. There are new teaching and strategies applied in the classroom for the application of OBE and learning facilities often causes the problem of execution of learning outcomes. Technology that education uses must also be updated and in line with the current trends that we have globally. Even established HEIs have no guarantee that updated technology is available. However, based on the learning facilities and technologies, CHED accredited HEIs provide better than the non-accredited HEIs.

Educators find OBE difficult in terms of motivating and teaching approach. It is difficult to motivate learners nowadays and they have lesser attention span now. Learners are inclined to procrastinate because they know that they may still achieve or produce what is required from them. Additionally, there is a need for students to master critical and creative thinking skills for these are the skills essential for the 21st century learners.

On the other hand, assessment overload is another problem encountered by the educators and the learners. Educators have a lot of activities and outputs to check that they consider as time-consuming while the learners were bombarded with so much task that they have to accomplish.

The major problem encountered by the educators is implementing OBE in a large-sized class. OBE is not applicable for a large-sized class for it is impossible for the educator to facilitate the learning effectively. There is a possibility that some students will not be able to achieve the desired learning outcome due to lack of supervision on the part of the educator. In excess of 30 learners in a class are considered as large-sized. In effect to this, educators have to exert more time for work because of the demanding nature of OBE. It is time consuming for there are lots of preparations and matters that the educators must consider. Revision of curriculum to align with the learning outcomes adds to the stress that it effects to the educators.

Educators know that having time management is the solution to prevent stress and being efficient at work. However, they cannot apply it now for they have to bring their works at home for it to finish. Hours spent in school is no longer sufficient for an educator to finish tasks. It becomes hard for the educators to balance time between personal and work.

Lastly, the behavior of the learners contributes to the challenges encountered by the educators in the implementation of OBE. In spite of the accessibility of facilities and technology, learners of this generation lack the sense of responsibility for they do not strive hard to meet the deadline. Since education is OBE, educators have to tolerate this scenario by accepting the outputs presented even beyond the deadline. Due to this, it is becoming more difficult on the part of the educator to motivate and ensure students to do the task provided for them on time.

Educational institutions have to review the challenges that the educators are experiencing and solve it. Through this, the main objectives of OBE may be achieved. The themes that emerged on this study are the essential characteristics that the 21st century educators should possess to become effective in the application of outcome-based education.

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Critical Thinking in Theoretical Linguistics

Code-switching within Singapore English

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Abstract

In theoretical linguistics, data are analyzed on the platform of a theory that each researcher chooses. In any theory, there are rules to follow, and an analysis is supposed to be formulated in accordance with those rules. Moreover, when an analysis is formally proposed, there needs to be a guarantee that the analysis does not rely on any unfounded presupposition. However, making sure that there is no such presupposition requires a great deal of critical thinking, and in this respect, there always have been analyses that fall short and cannot be taken at face value.

Against this backdrop, this paper questions a popular claim that Colloquial Singapore English shows syntactic agreement only sporadically. It will show that there is a hidden assumption behind this claim, namely, the unavailability of the control strategy for identifying empty categories precisely when agreement manifests itself in this variety of English. Then, it will point out that this assumption is baseless and proceed to demonstrate that removing it reveals a different picture of Singapore English; this variety of English is a product of code-switching between Colloquial Singapore English (without agreement) and Standard English (with agreement).

1 Introduction

Colloquial Singapore English (CSE) is said to have quite a few unique properties of its own (e.g. Deterding 2007, Leimgruber 2013, Lim 2004), and one of them has been argued to be sporadic syntactic agreement (Wee and Ansaldo 2004). For example, look at (1) (Wee and Ansaldo 2004: 66). (In what follows, discourse particles, one of the major characteristics of CSE, are in italics.)

- (1) A: OK, let's see how she talk to her boy.
...
A: But she called her. She's already earning the money, you know.
...
A: They're staying together *ah*.

Notice that there is no agreement between *she* and *talk* in the first utterance, although *she's* and *they're* in the second and third clearly show subject-verb agreement.

There are two ways to interpret this fact: (i) CSE indeed has a grammar that shows agreement only sporadically, and (ii) CSE lacks syntactic agreement, and when speakers utter sentences that show agreement, they are following the grammar of Standard English (StdE). Sato and Kim (2012) agree with Wee and Ansaldo in adopting the former interpretation. Fong (2004), on the other hand, takes the view that speakers in Singapore code-switch between CSE and StdE, arguing that discourse particles reasonably indicate use of CSE. If so, presence of agreement may be taken as a signal of StdE as well.

However, Wee and Ansaldo point out that agreement and discourse particles are not mutually exclusive, and they present (2) (2004: 66), in which B's utterance contains *he's*, which clearly shows agreement, along with the discourse particles *lah* and *loh*. (See also the third utterance in (1), in which *they're* and *ah* cooccur in a single sentence.)

- (2) A: But it's beautiful in that ... how ... I mean, Finn got, got a chance to realize himself, right?
B: He's quite innocent, *lah*, *hor*, innocent?

Hence, provided that use of discourse particles is a sufficient condition for CSE sentences, (1) and (2) appear to indicate that agreement is indeed sporadic in CSE.

However, discourse particles do not seem to affect the grammar that dictates the structures of clauses they attach to. In that sense, they are similar to tags that are typical of tag questions in CSE, such as *right* in (2A) above and *isn't it* in (3) (Parviainen: 2015: 103) below.

- (3) Must be trying to finish up your thesis, isn't it?

These tags are independent elements in that they do not influence the internal structures of the clauses they accompany; in fact, the clauses themselves keep the same structures with or without them. For that matter, discourse particles don't seem any different. (See Fong 2004 for a list of sentences that keep their structures with or without discourse particles.¹)

¹ Being a feature of CSE, discourse particles are colloquial by nature and therefore adding them to formal sentences creates "infelicitous" (Fong 2004: 76) results. For example, a sentence from a legal document like (ia) does not sound very good with discourse particles, as in (ib) (ibid.).

- (i) a. The Leave and Passage Rules for the time being in force, a copy of which the Appointee acknowledges having received, shall form part of this Agreement for Service. (excerpt from a National University of Singapore contract)
b. *The Leave and Passage Rules for the time being in force, ... shall form part of this Agreement for Service *lor/hor*.

But the awkwardness of (ib) is semantic/pragmatic in nature, on a par with a sentence like *My neighbor's*

In this paper, therefore, I will pursue the possibility that utterances that show agreement, such as (2B), are in fact StdE sentences that happen to be accompanied by CSE discourse particles. More specifically, I will argue for the view of code-switching between CSE and StdE in terms of absence and presence of agreement by demonstrating that this is a logical conclusion drawn from an assessment of the data and analyses presented in Huang (1984) and Sato and Kim (2012).

2 Control strategy for identifying empty categories in CSE

According to Huang (1984), unlike StdE, which is subject-prominent, Chinese is a topic-prominent language. CSE too is classified as topic-prominent, for it has properties typical of such languages, namely, (i) lack of expletive elements, (ii) topic-chain constructions, (iii) extensive use of topic-markers, and (iv) Chinese-style hanging topic construction² (Sato and Kim 2012:865-866). Topic-prominent languages freely allow silent pronouns (and are often called radical pro-drop languages) and exhibit a subject-object asymmetry in terms of possible antecedents they can take (Huang 1984). In this regard, CSE too "not only permits free omission of arguments, [...], but also exhibits the subject-object asymmetry Huang originally noted for null arguments in Chinese" (Sato and Kim 2012:866). For example, look at (4a-c) (Sato and Kim 2012: 862), which show the radical pro-drop nature of CSE.³ (Here, Ø indicates silent arguments.)

- (4) a. After Ø get some sickness, Ø can't help it. (subject omission)
 'After one falls ill, one can't help it.'
- b. I never try Ø before. (direct object omission)
 'I have never tired it before.'
- c. Ø Head very pain. (possessor omission)
 My head is very painful.'

As for the subject-object asymmetry, it may be found between, inter alia, (5a) and (5b) (Sato and Kim 2012: 868).

- (5) a. Lisi_i say [e_{i/j} see him already].
 'Lisi_i said [he]_{i/j} saw him.'
- b. Lisi_i say [he see e*_{i/j} already].
 Lisi_i said he saw [him]*_{i/j}.

Here, both the subject empty category (EC) in (5a) and the object EC in (5b) can equally refer to someone in the discourse, but only the former can additionally take the subject of the matrix clause *Lisi* as its antecedent.

Huang (1984) explains this asymmetry by first characterizing ECs in topic-prominent languages as variables that are A'-bound by zero topics. (5a-b) under this interpretation may be represented as (6a-b), where Ø indicates a base-generated zero topic that refers to someone in the discourse (i.e. Chinese-style hanging topic construction).

- (6) a. Ø_j, Lisi say [e_j see him already].
 b. Ø_j, Lisi say [he see e_j already].

goldfish passed away, having nothing to do with the syntactic well-formedness of the sentence.

² Sato and Kim (2012: 866) give the following sentences as examples of this structure, which they cite from Tan (2009: 26-27):

- (i) a. Australia, I've been to Paris.
 b. Local food, you must eat chicken rice.

³ (4a-b) are originally from Tan's (2003: 1), which Sato and Kim cite.

The ECs here are identified by zero topics by way of control. (Technically speaking, in Huang's analysis, the EC in this construction is originally a pro, which changes into a variable after being coindexed with the zero topic.)

He then adds that subject EC, but not object EC, can also be a pro. This follows from his theoretical analysis of topic-prominent languages, which revolves around his Condition of Disjoint Reference in (7) and Generalized Control Rule in (8) (Huang 1984: 552).⁴

(7) Disjoint Reference (DJR)

A pronoun must be free in its governing category.

(8) Generalized Control Rule (GCR)

Coindex an empty pronominal with the closest nominal element.

In this respect, consider (5a) with the reading of $e_i = Lisi_i$ again. Notice that there is no agreement between *Lisi* and *say* or between the EC and *see*; hence, there is no Agr in this sentence that counts as SUBJECT (Chomsky 1981), which is assumed to be a potential nominal element for (8). The EC, here understood as a pro, gets coindexed with *Lisi* by (8) and is thus identified "by way of control by an NP (on a par with a controlled PRO in an infinitival clause)" (Huang 1984: 556). With the assumption that the governing category for the pro is the embedded clause,⁵ this coindexation does not violate (7). Therefore, the EC (= pro) can referentially rely on *Lisi* in (5) without any problems.

Now suppose that the object EC in (5b) is a pro. Then, by (8), it gets coindexed with *he* in the embedded clause; hence, there is no way for it to refer to *Lisi* in the matrix clause. However, this coindexation violates (7), because the pro is now bound within the embedded clause, which counts as its governing category. Hence, the object EC must seek its referent outside the clause, as a variable.⁶

This is how the licensing of ECs in CSE, a topic-prominent language, is explained. In the words of Sato and Kim, "the CSE pro-drop phenomenon exactly parallels that of Chinese and thus can be captured by Huang's theory of null arguments" (2012: 868). Hence, Huang's control strategy for identifying ECs in Chinese is also part of CSE grammar, which was confirmed in the discussion of (6) above. This point will be important in the discussion to follow, so with it in mind, let's move on to the next section.

3 Licensing of meager agreement

After making the statement quoted above, Sato and Kim immediately add that "[t]he parallelism between the two languages [...] holds only in limited contexts" (2012: 868). That is, "once verb-subject agreement is manifested in a sentence in CSE, the radical pro drop option becomes unavailable" (ibid.). To see this, look at (9) (ibid.).

(9) a. * $Lisi_i$ say [$e_{i/j}$ meets him all the time].

' $Lisi_i$ says [$he_{i/j}$ meets him all the time].'

b. $Lisi_i$ say [he meets $e_{*i/j}$ all the time].

$Lisi_i$ says he meets [$him_{*i/j}$] all the time.'

Here, the verb *meets* clearly shows agreement. Although the object EC in (9b) can still refer to a discourse topic as before, the subject EC, be it a variable or a pro, is not allowed in (9a). Furthermore, Sato and Kim report that CSE speakers always use canonical agreement

⁴ (7) is identical to Condition B of the Binding Theory.

⁵ Whether this is a valid assumption is a matter of debate, since the clause in question is said to lack Agr.

⁶ But the GCR doesn't apply to overt pronouns, so a sentence like (i) with the indicated coindexation is possible.

(i) $Lisi_i$ said [he saw him_i].

Notice that *him* in this sentence doesn't violate (7), since its governing category is said to be the embedded clause.

morphology for *be* and that whenever an inflected form of *be* is used, subject EC becomes unavailable. They also report that this finding is backed up by the absence in the National Institute of Education Corpus of Spoken Singapore English (NIECSSE) of sentences containing a subject EC along with any inflected form of *be*. (10) below is an excerpt from this corpus that shows the pertinent point (Sato and Kim 2012: 863).

- (10) It's cheaper and um. . . the food over . . . at the. . . those wet markets and all those *pasar malam* **are** very much better I think. . . but not the food over in the hawker centre. . .the restaurants. (NIECSSE, F1-b:29)

Crucially, this restriction on ECs in CSE cannot be explained by Huang's analysis, by which "pro and a zero topic – features of Chinese – are allowed to coexist with meager agreement – a feature of English – in the same language" (Sato and Kim 2012: 868). To be more specific, Huang's control strategy for licensing ECs is expected to allow subject ECs in CSE even when agreement shows up, contrary to fact. (See section 4 for more.) Therefore, it is concluded that Huang's analysis requires revision.

Sato and Kim offer their revision by first noting that just like StdE, CSE exhibits only meager agreement, as opposed to rich agreement found in a language like Italian. Look at the Italian verb paradigm in (11) below (Sato and Kim 2012: 859), which shows a variety of morphological realizations of syntactic agreement on the verb *mangiare* 'to eat.' This contrasts sharply with the corresponding almost invariable StdE paradigm. It is generally assumed that rich Agr "provides a means to identify the subject and hence licenses the occurrence of the pro (agreement-based pro drop)" (Sato and Kim 2012: 859, parenthetical in the original); on the other hand, Agr in CSE is considered too meager to do so.

- | | | | | |
|------|--------|------------------------|----------|------------------------|
| (11) | mangio | I.eat | mangiamo | we.eat |
| | mangi | you _{SG} .eat | mangiate | you _{PL} .eat |
| | mangia | he/she.eats | mangiano | they.eat |

Then, adopting the idea of Speas (1994, 2006), Sato and Kim propose that in contrast to rich Agr, which has a set of fully valued ϕ -features, meager Agr's "features must be valued through the specifier-head relation" (2012: 869) in order for the Agr to be licensed. "Accordingly, [subject ECs], being devoid of ϕ -features, won't be able to license such Agr; as a result, the presence of poor agreement blocks the otherwise possible subject omission" (ibid.). This immediately explains why (9a) is ungrammatical. If the EC in (9a) is a pro, (8) coindexes it with the Agr in the embedded clause as the closest nominal element (thus virtually achieving a specifier-head relation), but this Agr is too meager to license the pro. At the same time, lacking ϕ -features, the pro too cannot license the meager Agr. Now suppose that the EC is a variable that refers to a discourse zero topic. As was noted earlier, a variable starts out as a pro in Huang's analysis, and as such, it still fails to license the meager Agr for its lack of ϕ -features.⁷ This is why CSE is said to disallow subject ECs whenever syntactic agreement manifests itself.

However, doesn't this mean that Singaporeans are simply following the grammar of StdE when they construct sentences that show agreement? This is a legitimate question to ask, because the explanation given above for the prohibition of subject ECs in CSE applies word for word to why StdE disallows subject ECs in finite clauses. Moreover, like Chinese, CSE is characterized as a topic-prominent – hence radical pro-drop – language in the first place. Then, it should freely allow pro-drop, just as Chinese does. But it is tacitly assumed that this option becomes unavailable precisely when syntactic agreement shows up, which virtually makes CSE a non-pro-drop language on a par with StdE. This is strange, since identification of ECs

⁷ Sato and Kim state that Huang's distinction of pro and variable "is not accepted by all researchers" (2012: 870) and eventually adopt the view that "there is only one type of null category, namely, pro" (ibid.).

by way of control is supposed to be an important characteristic of CSE as a topic-prominent language, as was noted at the end of section 2. Suppose it is available. Then, an EC will be identified by its controller, and by transitivity, it will identify and thus license meager Agr. Therefore, there should be pro-drop sentences that show syntactic agreement in CSE. As reported in Sato and Kim (2012), however, such sentences do not exist. If so, the picture that emerges is that the grammar that allows syntactic agreement must be that of StdE, which is distinct from the grammar of CSE.

4 Logical conclusion

In this final section, I would like to go over and clarify the logic of my argument directly above by providing concrete scenarios. But first, keep in mind that there is an important assumption in the analysis of ECs by Huang (1984) as well as that by Sato and Kim (2012), as noted above. That is, the control strategy for identifying ECs is available only in languages that lack syntactic agreement, including CSE. As for languages with agreement (which include CSE when it shows agreement), this strategy is suppressed, always giving way to spec-head agreement for the task of identifying ECs. Whether or not this assumption is correct, however, is a topic for another paper. In what follows, I will simply accept it and demonstrate that it logically leads to the code-switching view of the English spoken in Singapore.

Three types of languages are currently under discussion, and they may be classified as follows in terms of (a) type of Agr and (b) strategy for identifying ECs:

- (12) Topic-prominent language (or radical pro-drop language)
 - a. No Agr
 - b. Control for identifying ECs
- (13) Rich-Agr language (or agreement-based pro-drop language)
 - a. Rich Agr
 - b. Spec-head agreement for identifying ECs
- (14) Meager-Agr language (or non-pro-drop language)
 - a. Meager Agr
 - b. Spec-head agreement for identifying ECs (which always fails)

Chinese is a representative of (12), with no Agr and extensive use of control for identifying ECs. Italian is of type (13), with rich Agr, which in turn licenses ECs through spec-head agreement. StdE represents type (14), with Agr that is too meager to license ECs.

Now consider CSE. Since this language belongs to type (12), it has the control strategy, as was witnessed in section 2. This strategy should be available regardless of agreement, since there doesn't seem to be any theoretical connection between control and syntactic agreement. Indeed, this is what Sato and Kim noted as expected coexistence of pro/zero topic and meager Agr in Huang's analysis of ECs. So let's suppose it is available. Then, we need to revise (12) along the lines of (15) in order to accommodate the sporadic agreement of CSE. Notice that (15) does describe a single grammar that sporadically permits agreement.

- (15) Topic-prominent language (or radical pro-drop language)
 - a. No Agr/sporadic meager Agr
 - b. Control for identifying ECs

However, if CSE were really a language of this type, a pro-drop sentence with agreement like (16) (= one interpretation of (9a)) below should then be grammatical. This is because even

if the Agr in the embedded clause may be too meager to license the EC (= pro),⁸ the subject of the main clause *Lisi* should still be able to license it by way of control, owing to property (15b). (The pro would then license the meager Agr through spec-head relation.) And yet, the sentence is ungrammatical, indicating that the control strategy is not available in (16) after all.

(16) **Lisi_i say [e_i meets him all the time]*.

This means that the grammar in action here cannot be of type (15), but of type (14). In other words, in addition to the grammar of CSE, Singaporeans must be using the grammar of StdE, which characteristically shows meager Agr and prohibits pro drop.

Nevertheless, Sato and Kim still assume that CSE has a single grammar of type (15). They maintain this assumption by proposing that meager Agr itself needs to be licensed by an overt NP through spec-head agreement. However, unlike overt NPs, which have ϕ -features, an EC (= pro; see footnote 7) is stipulated to lack them, so it cannot license meager Agr. This is why pro-drop is deemed impossible when meager Agr manifests itself in CSE.

But this reasoning too implies suppression of control in favor of spec-head agreement. To see this, look at (17), which represents the structure of (9a) with the interpretation of the EC referring to the zero topic.

(17) * \emptyset_j *Lisi say [e_j meets him all the time]*.

Since the EC is A'-bound by the zero topic, it is a variable, and as such, it is not subject to the GCR. Hence, the sentence should be grammatical, with the EC controlled by the zero topic. However, it is not. Incidentally, for Huang, a sentence like this is precluded for the following reason. The verb *meets* shows meager agreement, so the sentence must be from a language of type (14). Therefore, a zero topic, a property of topic-prominent languages, is not allowed in (17) in the first place. Yet, (17) is supposed to be from CSE, a bona fide topic-prominent language. If so, it should be a legitimate sentence, owing to property (15b), contrary to fact. If the control strategy were indeed available, the EC in (17) would receive the necessary ϕ -features from the zero topic and would in turn license the meager Agr through spec-head relation. In that sense, (17) would be similar to a case of standard binding, such as that observed in (18a). In this example, PRO copies the ϕ -features of its controller *John* and successfully A-binds the anaphor *himself*, as indicated in (18b).

(18) a. John tried to promote himself.
b. *John_i tried [PRO_i to promote himself_i]*

And yet, this analysis cannot be extended to (17), since (17) is ungrammatical. Hence, we are led to assume once again that the grammar in action for (17) must be of type (14), not (15). In other words, Singaporeans must be using the grammar of StdE when they produce sentences with syntactic agreement.

It is thus concluded that Singaporeans are code-switching between CSE and StdE, with syntactic agreement signaling the use of the latter. Therefore, what seems sporadic is not the way the grammar of CSE shows agreement, but the timing of code-switching on the part of the speakers of Singapore English.

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⁸ (8) coindexes the pro with the meager Agr as its closest nominal in (16), the relation of the pro and the Agr thus created is identical to that of spec-head agreement relation in all relevant respects.

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Education of the Tibetan refugees in India: Reimagining refugee-host relationships and implications for multicultural education

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This paper examines the system of education developed by the Tibetan refugees in India. With the support of Indian Government, the Tibetan refugees have set up separate schools for their children and developed a culturally-relevant curriculum. While remaining within the framework of Indian Board of Education, the Tibetan refugee schools have taken advantage of the flexibilities Indian system of education offers to include curricular contents relevant to Tibetan children. This has enabled them to maintain their distinctive cultural identity while integrating into the mainstream Indian society. By employing critical discourse analysis of the Tibetan history curriculum and textbooks, this study analyzes the key features of culturally-relevant education developed by the Tibetan refugees in India, and the role it plays in engendering a collective Tibetan national and cultural identity.

It also examines the role of positive refugee-host relationship between the Tibetan refugees and the Indian government. As opposed to the current trends of seeing refugees as ‘problem’, the Indian Government embraced the Tibetan refugees as ‘resource’ and potential political and cultural allies. This paper argues that reimagining of refugees by the host nation can play an important role in enabling refugees to thrive and contribute to the host nation reciprocally.

Keywords: Multicultural education; refugee education; culturally-relevant education

**Effective Team Teaching to Foster Foreign Language Communication Abilities
in Students**

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Abstract

This paper examines team-teaching strategies such as lead and support team-teaching, parallel team-teaching, complementary team-teaching, and station team-teaching. These concepts are given general explanations, as well as challenges the teachers will face using the different approaches. This article also describes how these strategies compare to each other and gives advice on the essential elements for success in a team-teaching environment.

Keywords: support team-teaching, parallel team-teaching, complementary team-teaching, station team-teaching

This paper explores several team-teaching techniques, their benefits to the children, and the situations that the educators must be aware of while teaching the various methods. Team teaching often results in one teacher leading in responsibility for creating and delivering the lesson, while the other teacher supports the main teacher. One major issue with this way of thinking is that one teacher will be labeled the ‘real’ teacher or the ‘expert’ while the other educator may be considered as an assistant. The result of this is that the students do not get the full benefits that both teachers have to offer. It must be remembered that each teacher has their own unique teaching style and expertise. By utilizing the skills of both teachers, the student will be able to utilize their in-classroom time.

Prior to team-teaching some protocol need to be established to create an effective environment for the teachers who are working together. First the instructors working together need to establish a relationship with each other. The educators will be working with each other for an extended period of time; it would be helpful if they had something in common. Partners should see if they have any similar interests, likes, or goals to try and establish the basis of a friendship. If the teachers have a comfortable relationship with their teaching partner it will be noticed by the students. Students can sense the harmony or tension between teachers in the classroom. A happy classroom is a more productive classroom (Park 2008).

Secondly, identify your teaching style. Are you a hands-on type of teacher? Do you try to make original materials and not use the textbook too much and just ‘go with the flow of the class’? Or, are you a textbook first type of teacher? What are your discipline techniques? What is acceptable and unacceptable behavior from the students? By discussing your philosophies, you can use that information to complement one another (Fleming, 2001). By doing this, you will create a classroom atmosphere with consistent expectations from the students and your partner.

A third issue to consider are your strengths and weaknesses, one way of doing this is by making a list of what you think your strengths and weaknesses are and then sharing with your partner. This way it will allow a specific teacher to take the lead in specific situations. You can also create lessons based on this information. One teacher may specialize in classroom management, while another teacher may specialize in attitude and interactions. By creating lessons that work to each teacher’s strength will help the student get the best education possible.

Finally, prior to entering the classroom educators as a group should create a plan of action, you will be working together on a consistent basis with your partner. By creating a schedule and ground rules at the beginning, it will limit disruptions throughout the year. Consider the following:

- Scheduling: When, where, what day, what time will you meet to discuss lessons? Lessons should not be created by only one teacher. Find time in your busy schedule to meet your group members.
- Expected classroom behavior: This is for both the teachers and the students. Decide before the start of the course what acceptable and unacceptable behavior in class is. This can include but is not limited to tardiness, homework assignments to name two.
- Grading: Classwork/ homework policies. Teachers need to have the same grading philosophy for consistency.
- Consequences for not following the rules: Hopefully for students only. You and your partner need to agree on what behavior will be and will not be tolerated in the classroom and what the repercussions will be for not following the rules. It is important that both teachers administer punishment evenly. Having only one teacher overseeing discipline will give the students the belief that the students need only to behave in front of a specific teacher and not at all time.

Lead and Support Team-Teaching

When all the agreements for team-teaching by the educators are set it becomes time to discuss the types of approaches that would most benefit the students. The first approach that will be examined is the lead and support team-teaching method:

The lead and support team-teaching technique emphasizes one member of the teaching team taking a leading role, which entails teaching the lesson. The other teacher's role is to rotate among the students to see if they have any questions or need help with understanding the material that is being taught by the lead teacher (Bos & Vaughn,2012). The roles of lead educator and support educator can and should be switched often. The teacher should lead when they feel confident with the lesson plan or the support teacher believes that their skills would be better utilized by helping the students in the understanding of the material being taught. By using the lead and support team teaching approach the student will have the benefit of receiving the support that is needed in the class. While teaching a lead and support lesson may be an ideal approach for you there are some challenges while using this approach. An instructor should try and not do the following:

- Do not hover over one student or only one group of students. Give each group an equal amount of attention.
- Do not have one teacher be the only person to enforce discipline it implies that one teacher is more important than the other teacher.
- Do not have the teachers do the same roles all the time. The teaching roles should change on a consistent basis. Teachers should work with their strengths and give way when teaching material that is not their expertise.

Lead and support is a great method when one teacher has a better understanding of the materials that are being taught. There will be times when both teachers will have a great understanding of the materials. When this occurs a different method of teaching would be more beneficial for the students such as parallel team-teaching.

Parallel Team-Teaching

Parallel team-teaching strategy, occurs when the class is divided into equal parts and each teacher takes a group of students. Each teacher teaches the same material using a different technique. The advantage of this approach is that not all students learn in the same way. Giving a student a different perspective will help them find a learning style that they feel comfortable with. Some aspects of this strategy that the teachers should be aware of are as follows:

- Do not put all the lower level students into one group. This will create a class within a class, and lower expectations and achievements.
- Do not speak too loud, class volume tends to be high when two teachers are teaching at the same time in the same place.

An example of using this type of strategy in a lesson would be having the students conduct a debate (any subject will do). One teacher would explain the pros of the subject while the other teacher would explain the cons of the subject, to their respective groups. The teachers would then support individuals in the group that need more help. Finally, the class would become whole again and the debate would start. An advantage of this technique is that it lessens the number of students working together at the same time. This in turn allows the teacher to help students more if needed (Friend & Burrello, 2005). Parallel team-teaching is beneficial when both teachers have similar areas of expertise. This is not always the case, there will be times when one teacher is more creative, and in this situation a complementary team-teaching approach would be more appropriate.

Complementary Team-Teaching

In the complementary team-teaching system time allotment is an important factor to consider when creating a lesson plan. At the beginning of the lesson one teacher leads the instruction of the lesson, at some point in time during the lesson the second teacher would take over and complement the lesson by introducing a game, activity, or add information to the lead teacher's lesson. Even though this may sound like a straight forward approach the teachers should be cautioned not to do the following things during the class:

- Teachers should be careful not to talk too much. Explaining or detailing the lesson will give the students little to no time for student interaction.

- Teachers switch roles, or one teacher will be labeled the ‘real’ teacher or the ‘expert’, while the other teacher will be considered only an assistant.

Station Team-Teaching

The final approach that will be examined is called station teaching. With this method teachers divide instruction into multiple segments and separate the sections into stations around the classroom. The students are divided into groups and are placed at a learning station. Each teacher will teach their portion of the lesson to the students at the station. When the teachers have completed their portion of the lesson the students move to a new station and are taught a new segment of the lesson by a different teacher. An advantage of using the station team-teaching approach is that the number of students that are being taught at one time is decreased. This allows the teacher time to individualize the lesson based on the needs of the students in the group. An important element in the spacing teaching tactic is timing. All teachers need to allot the same amount of time for their portion of the lesson. If one teacher ends too quickly their students will need to wait for the other teachers to complete their teaching.

These four team-teaching strategies may look very different to each other but they all share the same foundation. All these strategies need at least two teachers in the classroom to be successful. All have shared responsibility, if one teacher is not prepared then the lesson will be a failure. All provide a better student to teacher ratio. Having two or more professionals in the classroom at the same time will benefit the student. All teachers need trust in their partners. Even though most, if not all the team teachers, come from different backgrounds, you must have faith that your partner excels in the subject matter and that they will give their fullest effort to the best possible instruction in the classroom. Another cornerstone of team teaching is communication with your teaching partner. You must find time to communicate with your team teacher. Talk about the progress of the class, upcoming lessons, and so on. Most importantly, be respectful of the different customs and cultures that your partner believes in. Try and be courteous and respectful, and be willing to listen to new perspectives and share your own ideas. A third important element to remember is organization. You might be team teaching with different people; you may have multiple classes/grades in the same school. Staying organized for any teacher is a challenge, but by being able to locate and discuss a topic quickly does not only make you look efficient, but also a teacher that cares about their work. Finally, flexibility, life is what it is, expect the unexpected. Try and be as agreeable and flexible as possible when working with your partner and hopefully they will do the same for you. In the end team-teaching is a challenging endeavor, but one with a great reward, which is a better educational experience for your students.

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EFFECTS OF EDUCATIONAL TECHNOLOGY INTEGRATION IN CLASSROOM INSTRUCTION TO THE MATH PERFORMANCE OF GEN Z STUDENTS OF LA SALLE GREEN HILLS HIGH SCHOOL

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ABSTRACT

This paper aims to determine the effects of educational technology integration in La Salle Green Hills High School in the math performance of the Junior High School (JHS) students on SYs 2014 – 2018 based on their periodical exam performance and final math grades. In support, a survey on the use of technology was administered to determine the profile of the current students and teachers. Also, study habits survey was administered to determine students' readiness with regards to note-taking, time management, test taking, reading, writing and math skills. Teaching strategies were recommended based on the need of the current Gen Z JHS students. 712 students and 12 math teachers participated in answering the surveys. Periodic exam means and final math grades of the school years; without technology (SYs 2004 – 2008) and with technology (SYs 2014 – 2018) were analyzed through correlation and regression analyses. Results show that the periodic exam mean has 35.29% impact to students' final grade. Also, z-test result, where $p > 0.05$ shows that the periodical exam results between the school years; without technology and with technology do not differ significantly. However, with $p < 0.01$, a significant positive difference was observed in the final grades of students between *with* and *without technology*.

Keywords: Classroom Instruction, Technology, Generation Z, Math Performance

I. INTRODUCTION

Generations such as Gen X (born 1965 – 1980), Gen Y (born from 1981 – 1995) and Gen Z (born 1995 – 2010) respond differently to instruction because of their diverse characteristics, learning styles and study habits. Thus, teaching strategies that were effective 15 or 20 years ago may not be effective now especially to the Junior High School (JHS) students of La Salle Green Hills who currently belong to Gen Z.

Gen Z or digital natives as often referred to (Dauksevicuite, 2016; Rothman, 2016) was the first generation born into a globally (internet) connected world and therefore “live and breathe” technology (Cilliers, 2017). This is the generation that replaced the Millennial Generation which most of them have just graduated or completed college this year 2018. This means that most, if not all students who are studying from grade school, high school to college are now Gen Z students.

This change of generations has overwhelmed teachers who are now called digital immigrants. Teachers have long lived in an analog world and suddenly must embrace a classroom full of digital natives. To close the gaps and to address the changing needs of these different generations, La Salle Green Hills implemented curricular innovations starting SY2012 - 2013 by integrating educational technology in its instruction and continuously improves and enhances this as the years go by. As a result, teachers needed to adjust or modify their teaching strategies to adapt to the learning styles of Gen Z students such as using technology in classroom instruction.

In this paper, technology or educational technology is defined as the use of online platforms or e-resources in classroom instruction such as e-tablet, educational apps, blended learning, and other related technologies to improve student’s learning.

With this innovation, this paper was conceptualized to study and determine whether the implementation of educational technology has a significant positive effect in the math performance of JHS students based on their periodic exam average and math final years’ mark of SY 2014 – 2015, SY 2015 – 2016, SY 2016 – 2017 and SY 2017 – 2018. These four school years were chosen because it is assumed that educational technology integration is already in place. The data gathered from these four school years will be correlated to the math performance of students of SY 2004 – 2005, SY 2005 – 2006, SY 2006 – 2007 and SY 2007 – SY 2008 wherein during these school years, students were not yet introduced and had no formal engagement to activities that involves integration of technology.

In addition, this paper notes that the students in the two different groups (*with technology and without technology*) are different. The students in the *with technology* group are those who were affected by the transition of the school to the k-12 curriculum, while the students in the *without technology* group were not affected at all. But despite this difference in age group, the mathematics curriculum offered to both groups are the same, a discipline-based curriculum. The grading system is also the same wherein the quarterly grade/trimestral grade is composed of two components; the class standing (2/3 of the final grade) and periodical exam (1/3 of the final grade).

The table below shows the subjects offered to both groups.

	Without Technology	With Technology	Subject Offered to both Groups
Grade / Year Level	First Year	Grade 7	Elementary Algebra
	Second Year	Grade 8	Intermediate Algebra
	Third Year	Grade 9	Geometry
	Fourth Year	Grade 10	Trigonometry and Advanced Algebra

With this, this paper assumes that students belonging to any of the two groups were prepared and ready to take the subject offered in each grade/year level. With this assumption, it can be concluded that the only difference between the two groups are their experience and exposure with the use of technology.

As such, this study aims to answer the following questions:

- Is there a significant positive relationship between the periodic exam means and the final math grades of the students before and after the integration of technology?
- Is there a significant difference among the periodic exam means of the students between the school years with no technology and with technology integration?
- Is there a significant difference between the math final years' mark of students before and after the integration of technology?
- What is the current profile of the JHS (grades 7 to 10) students and math teachers of LSGH for SY 2017 – 2018 in terms of their use of technology and study habits?

To answer these questions, the periodic exam means and math final years' mark of JHS for the SY 2004 – 2005, SY 2005 – 2006, SY 2006 – 2007 and SY 2007 – 2008 (*without technology*) and SY 2014 – 2015, SY 2015 – 2016, SY 2016 – 2017 and SY 2017 – 2018 (*with technology*) were studied and analyzed. The following surveys were also answered by JHS students and math teachers:

- Use of Technology Survey 1 – was answered by students
- Use of Technology Survey 2 – was answered by math teachers
These surveys were formulated by the researcher and approved by CENTRO, the research office of the school.
- Study Habits Survey – adapted and modified from Virginia Gordon's University Survey: A Guidebook and Readings for New Students and was answered by the students only

II. METHOD

Statistical methods such as correlation and regression analyses were used to test whether a **significant relationship** exists between the math final year's mark and the periodic exam mean of the students in the school years 2004 – 2008 (*without technology*) and 2014 – 2018 (*with technology*).

Another statistical test (z-test) was used to determine if there is a **significant difference in the periodic exam means** of the students between the school years *without technology* and *with technology* integration and if there is a **significant difference with the math final years' mark** of students before and after educational technology integration.

Online surveys were also administered. The first survey entitled “Use of Technology” was given to both students and teachers and the second survey given to students only is about their “Study Habits”.

Students were given 10 – 15 minutes to complete the online surveys during their homeroom period last January 2018. The survey on the use of technology aims to identify the profile of both JHS students and math teachers in terms of their use of technology. Study habits survey aims to identify whether students have great study habits or needs improvement in terms of time management, study environment, test taking/preparation skills, note-taking, reading, writing, and math skills.

Results were used to recommend effective teaching strategies for Gen Z students.

III. RESULTS AND DISCUSSION

A. STUDENTS PERIODIC EXAM MEAN AND FINAL MATH GRADES

Regression analysis and z-test with alpha equal to 0.05 and 0.01, were used to test whether a positive relationship or a significant difference exists between the given variables. A total of 48 and 64 periodic exam means and math final years’ marks were taken as samples from school years; without technology and with technology respectively.

**Table 1: Correlation and Regression Analyses
Periodic Exam Means and Final Math Grades for SY 2004 – 2005 to SY 2007 – 2008
and SY 2014 – SY 2015 to SY 2017 – 2018**

SUMMARY OUTPUT

Regression Statistics

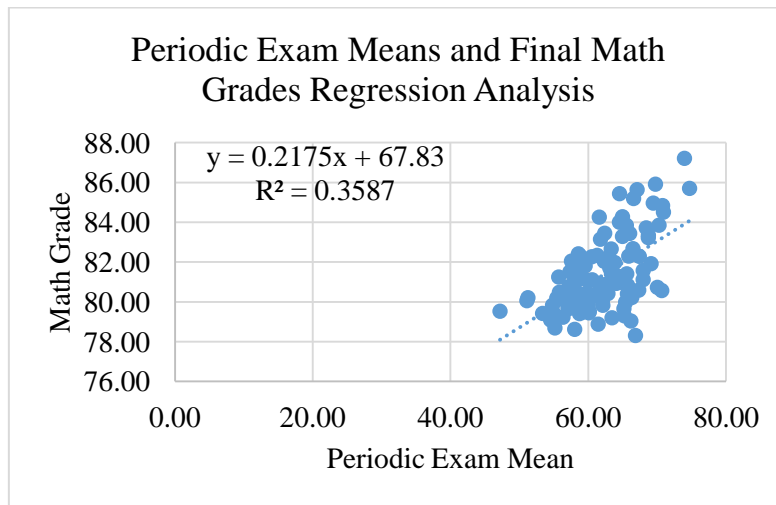
Multiple R	0.598946139
R Square	0.358736477
Adjusted R Square	0.352906809
Standard Error	1.467588122
Observations	112

ANOVA

	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	132.5379	132.5379	61.53634	3.04E-12
Residual	110	236.9196	2.153815		
Total	111	369.4575			

	<i>Coefficient</i>	<i>Standard</i>		<i>P-</i>	<i>Lower</i>	<i>Upper</i>	<i>Lower</i>	<i>Upper</i>
	<i>s</i>	<i>Error</i>	<i>t Stat</i>	<i>value</i>	<i>95%</i>	<i>95%</i>	<i>95.0%</i>	<i>95.0%</i>
Intercept	67.830339	1.724431	39.33	1.27E-	64.41292	71.24776	64.41292	71.24776
X	0.2175201	0.027729	7.844	3.04E-	0.162568	0.272472	0.162568	0.272472
Variable 1	18		51	12				

Table 2: Periodic Exam Means and Final Math Grades Regression Analysis



Tables 1 shows that at alpha = 0.05, the computed r is 59.89% which means that there is a **significant positive relationship** between the periodic exam and final grade of the students, and the periodic exam mean has a 35.29% impact to the final grade of the students. Table 2 shows the result of regression graphically. The equation $y = 0.217x + 67.83$ can also be used to predict the final grade mark given the periodic exam mean.

Table 3: Periodic Exam Means between Without Technology and With Technology

z-Test: Two Sample for Means

	<i>with technology</i>	<i>Without technology</i>
Mean	62.0153125	61.95020833
Known Variance	27.2078	23.1271
Observations	64	48
Hypothesized Mean Difference	0	
z	0.068362881	
P(Z<=z) one-tail	0.472748385	
z Critical one-tail	1.644853627	
P(Z<=z) two-tail	0.94549677	
z Critical two-tail	1.959963985	

Table 3 shows that $z > -z$ Critical two-tail or $z < z$ Critical two-tail, and p-value > 0.05 , this means that statistically, there is **no significant difference between the students' performance in periodical exams** of school years with technology and without technology. It is not convincing enough to say that the periodic exam means between with and without technology differ significantly. Moreover, students' achievement in their periodical exams are the same whether technology integration was implemented or not.

Table 4: Math Final Grades between Without Technology and With Technology

z-Test: Two Sample for Means		
	<i>With technology</i>	<i>Without technology</i>
Mean	82.11048438	80.25167
Known Variance	3.651781	0.949448
Observations	64	48
Hypothesized Mean Difference	0	
z	6.70571756	
P(Z<=z) one-tail	1.0021E-11	
z Critical one-tail	2.326347874	
P(Z<=z) two-tail	2.0042E-11	
z Critical two-tail	2.575829304	

Table 4 shows that $z > z$ Critical two-tail, therefore, we reject the null hypothesis. With p -value < 0.01 for both two tailed test and one-tailed test, it can be concluded that statistically, there is enough evidence to claim that there is a **significant positive difference between** the final math grades of school years with technology and without technology.

B. SURVEY RESULTS

Survey No. 1: Use of Technology

This survey aims to identify the characteristics profile of the JHS students in terms of their use of technology. Table 5 shows the respondents who answered the survey.

Table 5: Respondents

Students		Teachers		
Grade Level	Number of Students	Age	Years of teaching in LSGH	Grade Level
Grade 7	175	1 – 22 yrs. old	2 – 2 yrs.	2 – Grade 7
Grade 8	179	2 – 23 yrs. old	4 – 3 yrs.	2 – Grade 8
Grade 9	160	2 – 24 yrs. old	1 – 4 yrs.	2 – Grade 9
Grade 10	186	1 – 25 yrs. old	2 – 5 yrs.	1 – Grade 10
Level not indicated	12	1 – 26 yrs. old	1 – 7 yrs.	3 – Grade 11
Total Respondents	712	1 – 30 yrs. old	1 – 11 yrs.	2 – Grade 12
		1 – 31 yrs. old	1 – 13 yrs.	
		1 – 37 yrs. old		
		2 – 38 yrs. old		
		Total = 12 teachers		

A total of 712 students answered survey no. 1. This is approximately 55% of the population of the Junior High School of LSGH for SY 2017 – 2018. They were born from year 2000 – 2006 and their age ranges from 11 to 18 years old. While a total of 12 teachers answered the survey, this is approximately 57% of the total number of Math teachers in the LSGH High School Department for SY 2017 – 2018.

One of the characteristics of Gen Z is being tech savvy or being used to various forms of technology (Chun, 2016), this was confirmed by the results of the survey. Table 6 shows the devices used by both students and teachers.

Table 6: Devices Used by Students and Teachers

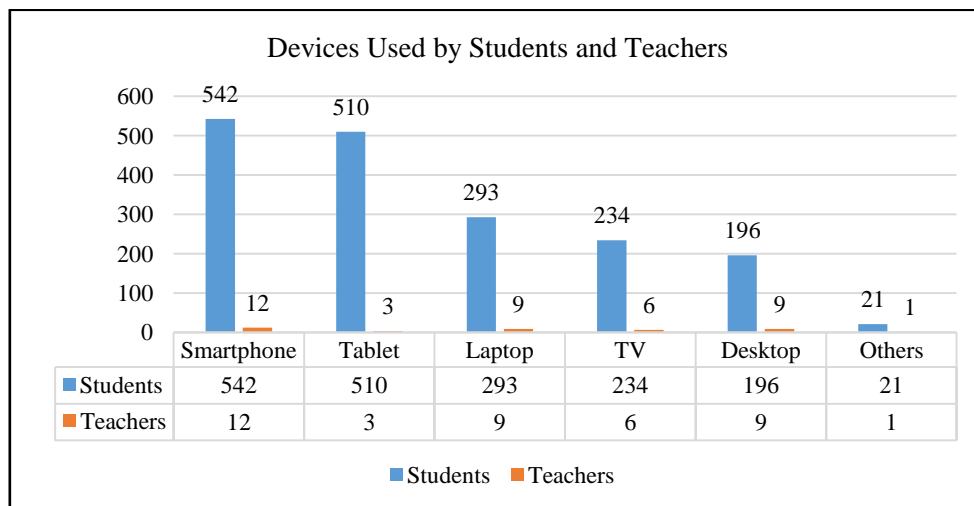


Table 7: Students Daily Usage of Each Device

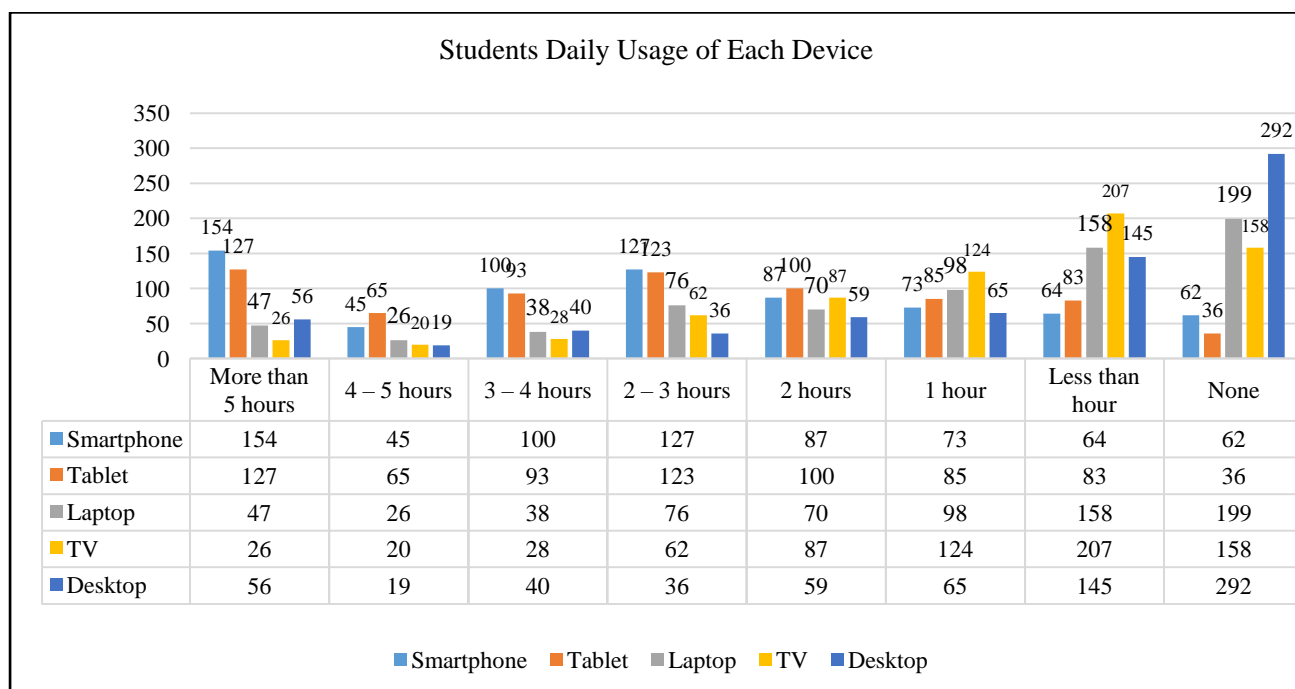


Table 7 shows the daily usage of students for each device they use. According to research, any more than 6 hours screen time per day may already lead to obesity, sleep deprivation and depression. Research has also linked screen time to increases in risky behavior, poor school performance and aggression. (Dillner, 2017)

It is further noted that for more than 5 hours per day, 154 (21.6%) students use their smartphone, 127 (17.8%) tablet, 47 (6.6%) laptop, 56 (7.9%) desktop and 26 (3.7%) watch

TV every day. This means that these students may be over-exposed to their gadgets or devices or has too much screen time.

Table 8: Teachers Daily Usage of Each Device

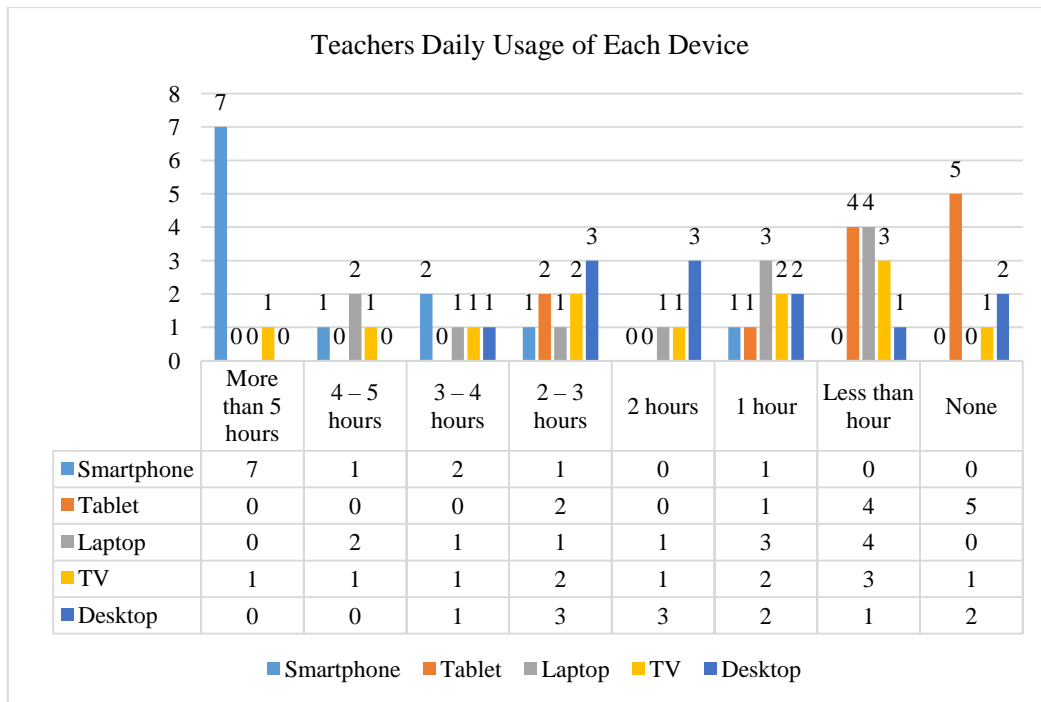


Table 8 shows that majority of the teachers use their smartphone for more than 5 hours while other e-gadgets are used for less than 2 hours. This result is similar to that of the students’ result.

Table 9: Social Media Apps/Sites that Students Commonly Visit

Social Media/ Site	Rank						
	1	2	3	4	5	6	7
Twitter	298	55	60	54	56	44	145
Snapchat	283	55	48	48	44	51	183
Instagram	216	60	52	75	47	81	181
Facebook	174	57	54	50	65	70	242
YouTube	142	50	44	52	50	66	308
Google	125	79	70	72	93	70	203

Table 9 shows the different social media and sites that students commonly use or visit. Twitter is the most commonly used, followed by snapchat, Instagram, Facebook and YouTube. Google is the least visited.

Table 10: Social Media Apps/Sites that Teachers Commonly Visit

Social Media/Site	Rank						
	1	2	3	4	5	6	7
Facebook	8	3		1			
Google	3	3	4		1	1	
Snapchat	1			1	3	3	4
Twitter			2	4	1	4	1
Instagram		4	2	2	2	1	1
YouTube		2	4	3	2	1	

Table 10 shows teachers’ preferences with regards to social media apps and sites. Among the social media applications, the most commonly used is Facebook, followed by Instagram, Twitter and lastly Snapchat. For the sites visited, top 1 is Google. It is noted that students and teachers differ with their preferences with regards to their choice of social media apps and site visited.

Table 11: Reasons for Using Social Media/Visiting Sites

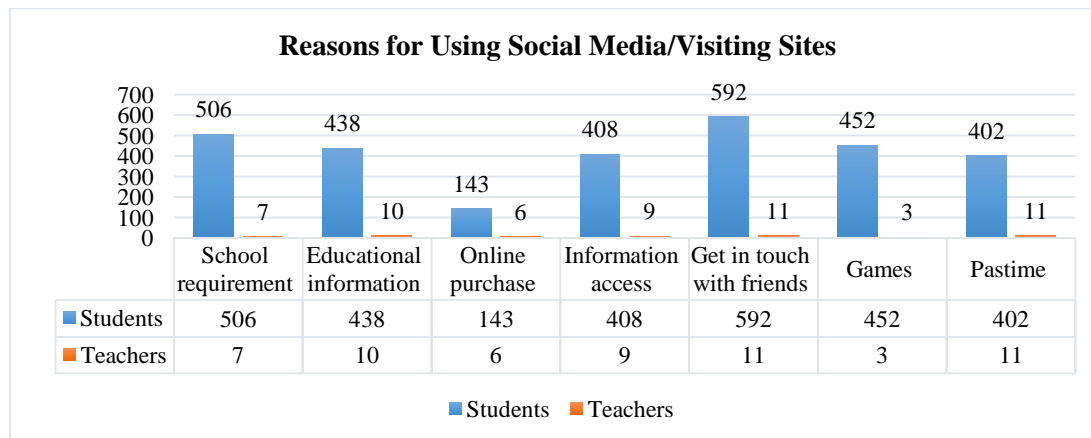


Table 11 shows that the top three (3) reasons why students and teachers use social media or visit the sites given. For students, the reasons are: 1. to get in touch with their friends; 2. required by the school and 3. to play games. While for teachers their top three (3) reasons are: 1. get in touch with friends and pastime; 2. they get educational information from the sites, and 3. easier to get information access. The results clearly show that *getting educational information and easier information access* are not part of the top three (3) reasons of students why they use social media or visit internet sites.

Table 12: Do the Math Teachers Use Technology in Class

	Students	Teachers
Yes	671 (94.2%)	12 (100%)
No	59 (8.3%)	0 (0%)

Table 13: Would You Like Your Math Teachers to Use Technology in Class

	Students
Yes	606 (85.1%)
No	138 (19.4%)

Table 14: Technology Used by Math Teachers

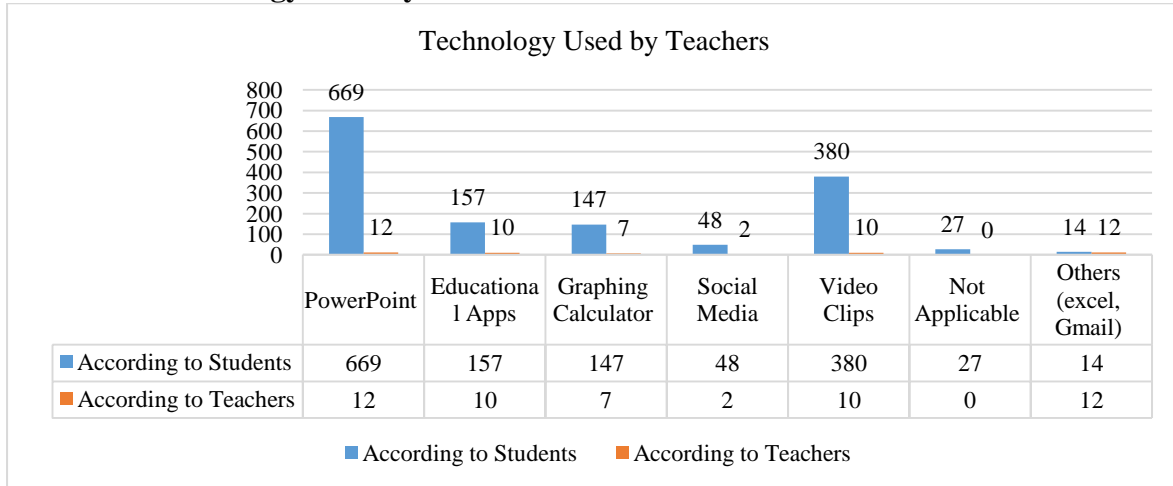


Table 12 shows that 671 (94.2%) of the students confirmed that their Math teachers use technology in class while Table 13, 606 (85.1%) of the students indicated that they would like all their Math teachers to use technology in class. Table 14 shows the different technology used in class by the teachers.

According to students and teachers, the top three (3) technologies used by teachers were PowerPoint, video clips, and educational apps. While according to the teachers, they use PowerPoint, Gmail, educational apps and video clips as teaching tools in class.

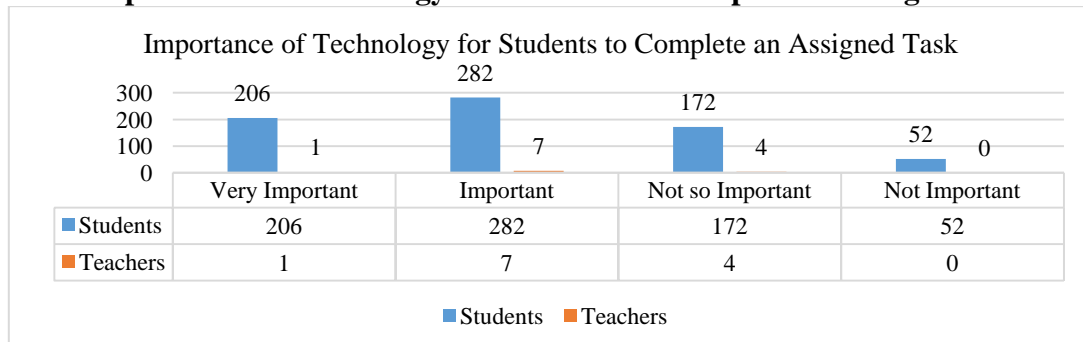
Table 15: Do you Learn Better when Teachers use Technology in Class

	Students
Yes	658 (92.4%)
No	54 (7.6%)

Table 16: Importance of Technology for Students to Complete Class Activities

	Students	Teachers
Yes	544 (76.4%)	7 (58.3%)
No	168 (23.6%)	5 (41.7%)

Table 17: Importance of Technology for Students to Complete an Assigned Task



Tables 15, 16 and 17, show that 658 (92.4%) students learn better when teachers use technology in class and 488 (68.5%) students and 8 (64.6%) teachers say that technology is important in completing math activities.

Table 18: Sources of Facts or Information

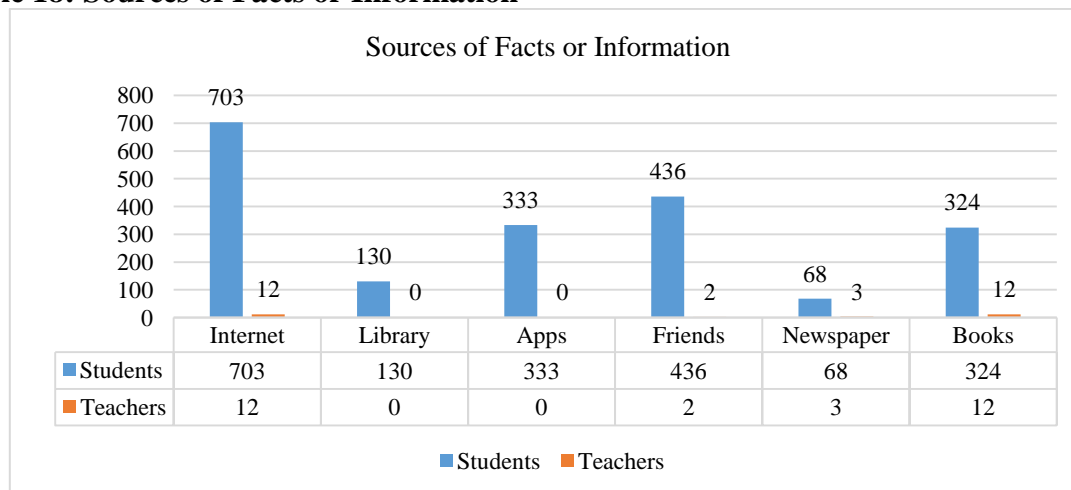


Table 18 clearly show that 703 (98.7%) students and 12 (100%) and teachers get facts and information from the internet.

Table 19: Important Activities to Learn Math

Activities	Students	Teachers
Teachers letting the students discover how it is done	443 (62.2%)	11 (91.7%)
Teachers giving assignments after the discussion	287 (40.3%)	6 (50%)
Teachers use of technology	266 (37.4%)	1 (8.3%)
Hands-on activities that involve manipulative materials	305 (42.8%)	8 (66.7%)
Group Activities	226 (31.7%)	3 (25%)
Individual Work	261 (36.7%)	
Note taking	386 (54.2%)	
Listening to lecture	396 (55.6%)	8 (66.7%)

Table 19 shows the different classroom activities that students learn best and what important strategies and activities teachers used to teach math. Students say that they learn best through discovery approach, listening to lecture and note-taking. While for teachers, discovery approach, giving lectures and giving hands-on activities that involve manipulative materials are important strategies and activities in teaching math.

Table 20: Assistance Needed in Using Technology in Class

	Teachers
Yes	2 (16.7%)
No	10 (83.3%)

Table 21: Easy to Use Technology

	Teachers
Yes	12 (100%)
No	0 (0%)

Table 22: Preference in Learning the Use of Technology

	Teachers
Learning by Myself Through Exploration	6 (50%)
Learning Through, the Trainings Given by the School	6 (50%)

Tables 20, 21 and 22 show that teachers find it easy to use technology in class and only two (2) needs assistance in using it. However, not all teachers showed the same preference on how they would like to learn the use of technology in class.

Table 23: Awareness of the Characteristics of Gen Z

	Teachers
Yes	11 (91.7%)
No	1 (8.3%)

Table 24: Adjustments Made in Teaching Strategies to Cater the Needs of Gen Z

	Teachers
Enrolled in Graduate Studies	4 (33.3%)
Studied and Analyzed Students Generation Today	6 (50%)
Adjusted teaching strategies like using technology in class	1 (8.3%)
None, same teaching strategies as with the other generations	(0%)
I adjusted the focus of the lesson, giving priority to what they would need in the future or what they can perceive to develop their critical thinking and observation skills.	1 (8.3%)

Tables 23 and 24 show how many teachers are aware of the characteristics of Gen Z students and what adjustments in their teaching strategies were made to be able to cater the needs of students. It is noted that 11(91.7%) of the teachers are aware of the characteristics of the Gen Z and that all teachers adjusted their teaching strategies.

Survey no. 2: Study Habits Questionnaire adapted from Virginia Gordon's University Survey: A Guidebook and Readings for New Students

Students answered a survey regarding;

- Time Management, Study Environment, Test Taking / Preparation Skills
- Note Taking, Reading, Writing and Math Skills

Legend:

4 – always	4.00	Excellent
3 – generally	3.00 – 3.99	Great
2 – sometimes	2.00 – 2.99	Needs Improvement
1 – rarely	1.00 – 1.99	Needs Help

Table 25: Summary of Students Study Habits

	Mean	Remarks
Time Management	2.92	Needs improvement
Study Environment	2.92	Needs improvement
Test Taking / Preparation Skills	2.63	Needs improvement
Note Taking	3.03	Great
Reading	2.86	Needs improvement
Writing	3.12	Great

Math	2.96	Needs improvement
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Table 25 shows that students in general are great in note-taking and writing, however they need improvement in time management, having a good study environment, test taking/preparation skills, reading and math skills.

IV. CONCLUSION

Based on correlation and regression analyses between the periodic exam means and final math grades of the students, at $\alpha=0.05$, the computed r is 59.89% which means that there is a significant positive relationship between the periodic exam and final grade of the students. The positive relationship means that as the periodic exam mean increases, the math final grade also increases. Moreover, the **periodic exam mean has 35.29% impact to the final math grade** of the students. The other 64.71% percent may be attributed to other assessments given to students.

In addition, with the results of the z-test, with $p > 0.05$, it shows that there is **no significant difference** between the periodic exams means of the school years with or without technology. The performance of students in the math periodical exams before the integration of technology and with the integration of technology remains the same.

However, with $p\text{-value} < 0.01$ for both two-tailed test and one-tailed test, it can be concluded that statistically, there is enough evidence to claim that **there is a significant positive difference** between the final math grades of school years with technology and without technology.

This positive difference may be attributed to the fact that the final math grade of the students is composed of two components; Class Standing and Periodical Exam. The class standing component is composed of long tests, seatworks, assignments, quizzes, drills, performance tasks and other classroom activities. This component is where teachers mostly integrates educational technology.

This could be a reason why the positive effects of technology integration are reflected only in the class standing performance of the students. Teachers also make sure that they meet and plan weekly as a team level to share best practices in teaching and also to discuss how to improve students' performance.

In addition, the result of the online surveys confirms that the current JHS students are really into technology because 100% of them own and use at least one e-gadget (smartphone, e-tablet, laptop, TV or desktop). It was also noted that 92.4% said that they learn better when teacher uses or integrates technology in class.

In terms of study habits, students are already great with note-taking and writing skills. However, they need improvement with test-taking or preparation skills, and with their reading and math skills.

V. RECOMMENDATIONS

It is noted that in the school years where educational technology was integrated in classroom instruction, improvement was only observed in final math grades of students and not in their performance in the periodical exams. But this does not mean that using educational

technology is not an effective strategy in teaching the students. In fact, based on the result of the survey to the students, most of them **learn better when their teachers use technology in class**.

So that the positive effects of educational technology integration could be observed and translated on both class standing and periodical exam performance of the students, this paper recommends the following:

1. Teachers should continue:
 - a. integrating educational technology in classroom instruction.
 - b. using discovery approach strategy in teaching the students. Gen Z students wants to discover things on their own.
 - c. giving traditional lectures and encouraging students to take notes using paper and pen.
2. Students use their e-gadget for more than 2 hours per day, but they use it mainly for getting in touch with their friends instead of using it to accomplish assigned school tasks. Thus, administrators, teachers and parents should work together to teach students how to responsibly use e-gadgets. Guidelines on the use of e-gadgets in the school should also be strictly implemented.
3. Although teachers would like to learn how to use technology through their own exploration, administrators should make sure that consistent and continuous trainings are given to the teachers to make them adept with the use of technology in the classroom.
4. School should constantly improve and modernize facilities to support the modern practices of teaching and learning of students and teachers.
5. Since students need improvement with their study habits, teachers should make sure that study habits of the students are being reinforced. Appropriate teaching strategies should be applied to address and strengthen the study habits of the students. Reading and writing skills and test preparation skills of students need further improvement.
6. Math skills and competencies before and after the integration of technology are mostly the same, however, over the years, students' generation changes, thus, teaching strategies must also be adjusted based on the needs of the different generations. For this generation of digital natives, it is not a question anymore whether to use or not to use technology. Based on their characteristics, integration of technology in the classroom is already a must. Also, a significant amount has already been invested by the school for technology resources, therefore, it is expected that teachers judiciously use these resources to improve and maximize the learning experience of the students.

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Explore junior high school students' problem solving skills through STEM activities

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The purpose of this study is to improve junior high school students' problem solving skills by learning from STEM activities. The definition of problem solving skills included in four steps: defining the problem, generating alternatives, evaluating and selecting the best alternatives, and implementing solutions. The STEM activities spent 12 hours (3 hours per month, all the curriculum continued for four months) and the contents included wheel shaft science concepts (science domain), electric circuit board (technology domain), gear wheel (engineering domain) and mathematics concepts (mathematics domain). 120 junior high school students participated in this study. All participants need to complete the same problem solving questionnaires before and after the activities. The results showed that the junior high school students could improve their problem solving skills, especially in generating alternatives and implementing solutions. The further implications will be discussed in this study.

Keywords: Junior high School, Problem Solving, STEM

Explore the influences of students' attention and meditation between different natural landscape by using neuroscience

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Abstract

The main purpose of this study was to explore the influences of **students' attention and meditation between natural view of sea and land by using neuroscience**. There are twelve adults participated in this study (average 39 years old; male=6; female=6). All participants were volunteers and from National park tourists or staff members. All participants were signing the volunteer consents. All participants watch the photos of sea landscape and land landscape photo randomly with wearing the brain wave cap, and each nature landscape view with two photos. Photo A is included the view of large-scale of sea and small-scale of land. Photo B is the whole view of sea. Photo C is focused on trees in the land and photo D is focused on the grassland. This research collected the twelve participants' neuroscience data and analyzed these data by using quantitative statistical analysis. The results showed that, the participants who watched photo A higher amplitude of brain wave in relax index and attention index than watching photo B. The possible reason from interview data indicated that photo A showed the land and sea together, and the sea connected with land made people feel more safety. Adversely, the photo B with whole marine made people feel uneasy.

Besides, the participants who watched photo C got higher amplitude of brain waves in attention index than watching photo D. The interview data indicated that the trees could induce the participants' attention since they afraid about some unexpected dangerous. However, there is no significant difference of the participants' brain wave between watching photo C and photo D in relax index. The further implication will be showed in the presentation.

Keywords: attention, EEG, natural landscape

Game Design Thinking as teaching technique in education

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Creativity, Design Thinking, Innovation, Game Design, Education

Abstract

This paper outlines the methods in the form of workshop sessions, used to provoke process driven “Game Design Thinking” skills within groups of children in late primary and early secondary years of schooling considering every child has the inner key to creativity and an innovative mind-set. It is a method that aims to introduce children the concept of conscious use of subjects like ‘creativity’, ‘game’, and ‘design thinking’ in everyday practice.

Students will develop competence in using their hidden aspiration, power of visualization and imagination. It will train them to a stepwise process of observing and analyzing a tricky situation, evaluate and draw conclusion, generate, refine and implement an idea.

The outcome of the research is development of working game prototypes or illustrative multimedia projects using ideas that have come from kids themselves which will foster students' creative skills, critical for 21st century living and their capacity to make a strong contribution to innovation in their future. The activities can be also utilized as effective teaching method in schools to introduce a new topic or reinforce the subject in a much receptive and inclusive manner.

Games and entertainment applications have not earned a very popular name for itself but at the same time have become a way of life. The research paper proposes innovative ways of utilizing the very same new media and interactive technologies to be crafted as an art that can influence the same user and use it as an effective mindset changing tool making learning and teaching more engaging than ever before.

Introduction

“Every child is an artist. The problem is how to remain an artist once we grow up.” Pablo Picasso

The aim of this paper is to document activities which can foster a way of thinking and skills in children which can enhance the way they can deal with problems in everyday life. It will help them acknowledge their own ability to imagine and bring unique ideas and creative solutions to personal and social issues. Children are the co-drivers of these activities and engage with their own thought process and also learn to present their ideas to peer groups.

The goal is to provide feedback to the scientific community and teachers on how design thinking, and gaming can be an effective tool to problem solving and innovation. **Game Design Thinking** can be effectively used in conceptualizing educational resources and eventually inspiring innovations to transform organizations with brighter generations. It will direct the kids to the ideas of “creativity” “learning by doing” and “innovation” encouraging collaboration not only with the peer groups but the teacher and parents as well.

Background

What is Play and Game? What is Design Thinking? What is Game Design Thinking?

“**Play** is a voluntary activity or occupation executed within certain fixed limits of time and place, according to rules freely accepted but absolutely binding, having its aim in itself and accompanied by a feeling of tension, joy and the consciousness that it is ‘different’ from ‘ordinary life.’” Says Huizinga Johan. [1]

We have only to watch young dogs to see that all the essentials of human play are present in their merry gambols. They keep to the rule that you shall not bite, or not bite hard, your brother's ear. They pretend to get terribly angry. And-what is most important-in all these doings they plainly experience tremendous fun and enjoyment.

Here we have at once a very important point: even in its simplest forms on the animal level, play is more than a mere physiological phenomenon or a psychological reflex. It goes beyond the confines of purely physical or purely biological activity. It is a significant function-that is to say, there is some sense to it. In play there is something "at play" which transcends the immediate needs of life and imparts meaning to the action.

“**A game**” is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." (Katie Salen and Eric Zimmerman) [2] Nicole Lazzaro of XEODesign in 2008 brought out “**The Four Keys to Player Experience**” emotion in gaming from a research-oriented perspective. She focused on game play-driven emotional experiences and delineated four types of emotion that players derive from their games, Easy fun, Hard fun, Altered State Fun and People fun. [3]

The project utilizes the core concepts of Game Design and Player Experience to define the activities of the project to make sure it is engaging enough for the kids to get involved proactively. When you say “let’s play” or “let’s play a game” there is a shift of paradigm of the child and he immediately become receptive to the entire idea. These activities are participatory in nature and volunteer lead. They promote play as a vital part of learning Design Thinking and Games become the medium and tool to facilitate the entire process.

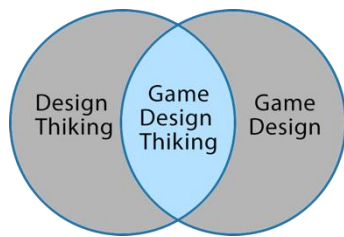


Diagram 1:

The Workshops – a closer look

Why – The workshops were designed during a thesis documentation for the topic “Designing Casual Games for Kids”

The activities were tailored to provoke game design thinking in kids to generate unique game genres which were eventually transformed into working online games for a game design portal.

The workshops were also used later with other organizations to generate user interface designs educational portal and new gamification ideas for e-learning material.

How – The workshops were activity based in the form of focus group study with the help of surveys, questionnaires and personal interactions respective to the organizational requirements.

What – This paper covers some examples of the activities proposed during the various workshops and the outcome of the workshops which were used on an organizational level.

Demographics –

Workshop 1	Gaming Organization
Number of Groups	4
Number of kids in each group	10 - 12
Age Group	10-15
Gender	Girls and Boys both
Ethnicity	India, Korea, China
Gender	Girls and Boys
Education	Literate
Specific Comment	Exposure to PC or laptop

Workshop 2 & 3	User Interface Organization
Number of Groups	2
Number of kids in each group	4 - 5
Age Group	13 -15
Gender	Girls and Boys both
Ethnicity	Philippines
Gender	Girls and Boys
Education	Literate
Specific Comment	Compulsory use of online portal

The “Activities” – a closer look

The thinking activities are designed around the following essential basic principles:

- 1] Free: Attractive enough to provoke the feeling of joy and not obligatory in nature.
- 2] Governed by basic Rules: circumscribed within limits of specific parameters, partially defined and fixed in advance.
- 3] Uncertain: the course of which cannot be determined, nor the result attained beforehand, and some latitude for innovations being left to the child’s initiative.
- 4] Make-believe: accompanied by a special awareness of a second reality or of a free unreality, as against real life.

Activity 1: “What if...”

Activity Goal: Reinforce the fact that children have the power to dream and imagine; reflect about what triggers this process and discover additional triggers from peers. Provoke make believe environment but yet governed by basic rules.

Design Thinking Element - Divergent Thinking

Player Experience Elements – Easy Fun:

- Feeling of excitement and adventure
- Wanting to figure it out
- Study the outcome of taking a decision
- Feelings of awe or wonder
- Exploring the world within that created the emotional state.

Approach: Children are put across the idea of “what if” with specific one or two conditions starting with basic progressive rules which become narrow gradually. The child can use story narration and reach a final outcome which is a unique solution to trigger the feelings of adventure and excitement for themselves.

Pilot Question: What if (1): chocolate (theme can be changed as per what majority of the kids choose)

Solution Sample:

What if I wake up with the smell of chocolate? ...

What if that is the land made of chocolate? ...

What if I am the king\queen on that land? ...

What if I can design my own chocolate world

Result: Design my own chocolate world

Images followed below:



Pilot image1
image3: sample reply

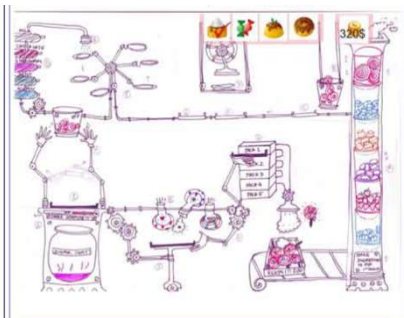
Pilot image2: sample reply
Dream Chocolate Factory

Pilot

Picture of Pilot Study
Fantasy Food-Robot for luxury

(intro to chocolate making process)

(introduction to food interaction design)



Pilot image4: Game Mockup

Pilot image4: Working Game Prototype

Activity 2: “Too Big- Too Small”

Activity Goal: Collaborate, communicate, and employ creative thinking to solve a predefined problem; practice learning through experimentation, failure, and iterative design.

Design Thinking Element - Integrative Thinking

Player Experience Elements – Hard Fun:

- Meaningful Challenges, Strategies, and Puzzles
- Requiring strategy rather than luck
- Having multiple objectives
- Realize how good I really am
- Desire for a cathartic experience
- Opportunity to triumph over adversity

Approach: The task is to ideate a game idea to spread awareness on a big problem which can be solved by a small solution. According to the following requirements: (i) the idea can be used for any type of game; (ii) the game has to be used in their school (iii) it may use any kind of imaginary ideas not possible in reality or existing, future, or hypothetical technology; (iv) nothing similar should already exist. The children are asked to “be creative” and to “give ideas that no one else will think of” [4]

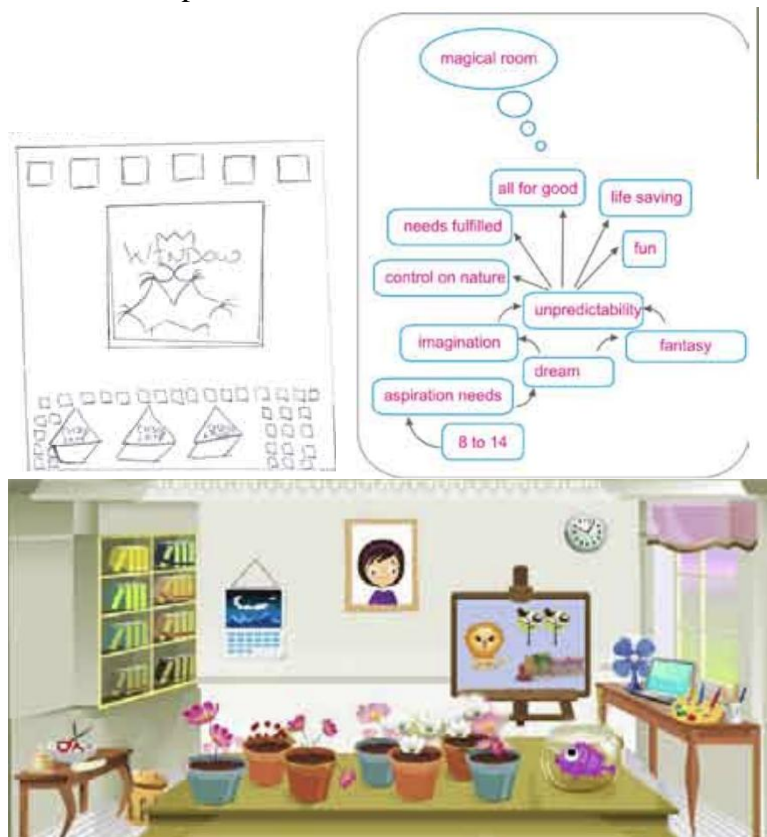
Pilot Sample Question1 Example: Many problems were addressed out of which one is represented here as a case study.

Part1: Draw in the most zoomed in form the “last polluted place” seen by you in the last month.

Draw in the smallest space the feeling of the term “fresh”

Part2: Create a game idea using the “small feeling” to create a solution for the “big problem”.

Solution Sample:



Pilot image 1: suggested magical room for controlling air pollution for provoking ideas to keep air fresh

Pilot image2: – simulation-based game

Activity 3: “Have you ever”

Activity Goal: The children are asked to define the problem they want to solve. This would be a personal level problem which would still make an impact to the society or the community they are a part of. Have you ever ...identified, retrospect, observed, felt like etc.

Design Thinking Element - Human Centered Design (understanding needs)

Player Experience Elements – Altered state Fun:

- Escape from the real world
- Feel better about myself
- Avoiding Boredom
- Clearing my mind
- Relaxation

Approach: The task is to retrospect an aspect of daily life which they are uncomfortable with but still have no option but to attend to it. The students are expected to be more aware of their daily situations and try to have an open mind to provide a solution to it to make it more fun and exciting: (i) the problem needs to be something that even the community faces; (ii) the discomfort can be on personal or community level (iii) the solution needs to such that once can effectively apply it in real life.

Solution Example: Problem Identified:

The students were not very happy about the way the Math curriculum was dealt with on the online portal. It was more of a compulsion than a choice. The whole approach of e-learning eventually failed. Below are the identified issues with the Math Online Portal.

- No motivation to be used
- Most students feel the pressure and get depressed
- Feel Boredom and Compulsion
- Don't want to work with each other

The Process towards solution: the students were asked to provide one step simple solution to each problem identified.

- Not motivational to be used – *define aspects of the community that they really like (e.g. a place in school that they proactively want to visit)*
- Most students feel the pressure and get depressed– *define how to express your unique self, how do they generally relax*
- Feel Boredom and Compulsion – *define something they would love to do in their free time*
- Don't want to work with specific students – *define freedom of choice with logical reasons*

The Solution: The math portal was **re-designed** with aspects discovered when students suggested a solution to each pointer above

- Not motivational to be used – *define aspects of the community that they really like (example a place in school that they proactively want to visit) – the school cafe*
- Most students the pressure and get depressed – *define how to express your unique self – space for self-expression*

- Feel Boredom and Compulsion – define something they would love to otherwise – opportunity for other subjects
- Don't want to work with specific students – define freedom with logical reasons – option to choose like-minded people

The Outcome:

The portal was re-designed keeping in mind the response coming from the students. The portal was defined to be a space for social interaction keeping communication as the key to the design. The information hierarchy of the product was speared in areas like 1) “The Cafe” – to discuss the group projects 2) “Noticeboard” – for news, updates and new assignments 3) “My Clubs” – for teacher-student interactions 4) “Tag Them” – to invite friends 5) Many other Social features to deal with assignments and projects. 6) The overall look and feel of the portal was given the theme of “Graffiti” considering the target group and their interest.

Images provided below:

Old Portal Vs New Portal images



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How the instruction by teachers impact on learners' understanding: Exploring learners' cognitive load

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Abstract

This paper explores how the instruction by teachers influence the learners' understanding. According to Sweller (1988), the Cognitive Load Theory (CLT) shows that learners can limitedly spend their capacity of working memory (WM) to solve the problem when they consume the memory to interpret and understand the instruction by the teacher. Thus, perplexed instruction may inhibit learning (Paas, Renkl, and Sweller, 2004). The results of the qualitative and interpretive investigation showed that there was no relationship between the difficulty of instruction and the degree of understanding what to do. Also, the correlation between the difficulty of instruction and the participants' achievement of a task was not recognised. The results seem to indicate that how much learners consume their WM may depend on the students' learning experience and individual difference of language skill in the case of second language study. Nevertheless, teachers may make efforts to reduce learners' cognitive load because the results of the research also show that most of the participants need simple and clear instructions in the class.

1. Introduction

This paper explores how the instruction by teachers influence the learners' understanding. What do learners feel difficult about what they study? While they may feel that about the content of the study itself, instructions by teachers in classes may make their study difficult. Paas, Renkl, and Sweller (2004) argue that the perplexed instructions by teachers may inhibit their learning. Sweller (1988) argues the phenomenon from the point of Cognitive Load Theory (CLT) which is defined that learners' cognitive capacity depends on their capacity of working memory. According to Sweller, the effort to understand the intention of the instructions by teachers tends to consume the learners' working memory, and the higher load makes the more influence on their learning.

Moreover, especially in the foreign language classes, teachers often give the instructions to the learners in the language which they are studying. Sweller (2017) discusses that the “naturalistic (p. 5)” approach in beginners' classes may impose a heavy cognitive load on the learners. “Naturalistic” seems to mean the environment where teachers give the instruction only in the students' target language. Given the situation, effective learning for the students appears to be difficult to occur because they have to make a hard effort to interpret what the teachers say and spend a huge cognitive load. Therefore, foreign language teachers must be careful to adjust the cognitive load which does not surpass the learners' cognitive capacity.

2. Background

I am working as a Japanese teacher at a school for lifelong learning. Most of the students are adults who have a variety of backgrounds. Especially, the difference of their experience to study seems to be significant because it may influence whether they can study in the classroom. For example, university students may be able to interpret quickly what their instructors require them because the students are familiar with studying experiences. In contrast, some adult learners may feel difficult how they interpret what their teachers say during the classes because some of them may have spent very long time since they graduated their school or because some of them may have less experiences to study in classroom environment than other students. Furthermore, second language learning tends to involve individual difference (Dörnyei and Skehan, 2003) even though some of the learners are familiar with studying. Therefore, such differences of learners' background appear to impact on teachers' teaching style, material making, and behaviour in the classes.

Given the situation, the instruction by teachers seems to impact on the learners' understanding significantly because it may unnecessarily consume their cognitive capacity. If teachers can reduce their students' cognitive load during the class by considering the appropriate instruction, the learners might be able to maximise the effect of their learning. The process of the consideration to develop the instruction which every learner can understand without confusion seems to be crucial specifically in the adult learning classrooms where the students have the diversity as mentioned above.

3. Literature Review

Working memory (WM) plays the roles to perform tasks which are needed one's cognitive capacity (Tagarelli, Mota, Rebuschat, 2011), and the tasks include "language comprehension and production" (ibid.,p. 2061). WM has been known as "extremely limited capacity" (Sweller, 2002). However, once learners obtain long-term memory about the tasks, the limitation of the capacity is removed because the process of the task can be automated (ibid.) thanks to the long-term memory working as the schema or the framework of understanding. Nevertheless, in the case of the instruction by teachers, the establishment of the schema seems to be difficult because the instruction can be taken place differently depending on the purposes of the classes. Therefore, teachers have to pay attention to how students can interpret their instruction as the students can understand it without the establishment of the schema.

Some authors argue that unclear instruction can be obstacles to learning. Lopez (2018) argues that the materials which have the problems such as ambiguous direction, much of redundant information, and complicated layout can waste learners' working memory and deprive the learners of their capacity to solve the problem. Finelli, Bergom, and Mesa (2011) report that unclear explanation can cause complaints from students and stakeholders of the school as well as the lack of understanding by learners. Shieh and Chang (2014) note that certain numbers of learners in a class are confused by ambiguous instruction. Näkk and Timoštšuk (2015) report that parents whose children are studying at public schools tend to complain if teachers' instruction about the homework is unclear. Aida (2007) reports that some students express "a certain degree of frustration" (p. 11) about a Japanese language class because they do not understand the instruction of an activity.

Teachers also have the concern about what they must pay attention to in their classes.

According to Gurbuz (2006), all groups of teachers researched by the author are worried about their possible ambiguous explanation and that students do not understand as their weak point regardless of their length of experiences.

Sweller (2007) discusses the relationship between the CLT and second language education for adult learners. According to the discussion, CLT indicates that learning the second language forces learners “an impossibly high working memory load” (ibid.,p. 7). Sweller encourages that teachers should make some efforts to lessen the cognitive workload for learners as “[o]ne general rule” (ibid.,p. 8) for effective teaching. Given the author’s argument, how do students perceive instruction by teachers?

4. Method

4.1. Participants and Ethics

This research is conducted with a qualitative and interpretive approach to investigate how the students feel about instructions in their class. Thirty-four adult students who are studying Japanese in intermediate classes participated in doing a task and answering a questionnaire on 4th and 8th of December, 2018. The students who agreed with that the answer they wrote may be quoted in the paper signed, and the researcher guaranteed that the gathered data is not used for the other purpose than this research. Intermediate learners in my institution seem that they have not built their schema enough to automate to understand instructions by teachers. Therefore, they seem to consume their working memory depending on the contents of the instructions to some extent during the classes.

4.2. The Task, Questionnaire, and the Method of Analysis

The task was a storytelling exercise which students explain what happened between the two pictures. The tasks were classified by the number of the steps of a solution because the step-by-step approach seems to help learners, and the more steps of the instructions can help the more understanding. All instructions were provided in Japanese that the participants seem to be able to understand as their level. Three groups of instructions were provided:

Instruction Group A: "very kind instruction" - the students can finish the task along with the three-step instructions.

Instruction Group B: "middle-kindness instruction" - it has two-step instructions.

Instruction Group C: "normal instruction" - its instruction has no steps. The instruction of the task is only "Please make a story imagining what happened between the two pictures below".

The students were grouped into three randomly, and they answered the questionnaire after the task. The questions were semi-structured, and students could freely describe how they felt about the task and its instructions. They were allowed to use Japanese, Chinese, or English to answer the questions. But no student used Chinese.

The analysis was done by finding the patterns in the relationship between the quality of the answers to the task and how they felt about the instructions in each group.

5. Result with Interpretive Analysis

5.1. Group A

As mentioned above, since the instruction of the task in Group A is the most detailed of other groups, the participants should complete the task the most easily. Most of the students describe that the step-by-step instructions are easy to understand.

"Target and steps are given clearly".

"The instruction is clear (originally written in Japanese)".

"The step-by-step instructions help me to develop the story writing".

However, a participant notes that the instructions are complex because the student feels that reading sentences of the instruction is a burden. The learner describes:

"The instructions may be too long or contain the words that I do not know".

Also, another participant states:

"[The] instruction were brief and not specific".

The instruction of Group A is made that the student can complete the task as the detailed steps guide them. However, the student describes that the instruction is not enough to understand easily. The student also expresses the anxiety as: "It is difficult to gauge what kind of inputs the teacher expects from me [*sic*]". Although the instruction of Group A appears to make the learners spend the lightest cognitive workload, it may impose a heavy workload on the students who always feel uneasiness about their comprehension skill of Japanese.

5.2. Group B

Even though the number of steps is not as much as Group A, most of the participants feel that the instruction is easy to understand. In contrast, some learners comment on the instruction as that is not enough as:

"No further elaboration on the instructions [*sic*]".

"The instruction is too simple (originally written in Japanese)".

As similar to Group A, the students who have anxiety about their Japanese skill tend to comment that the instruction is difficult to understand. A participant suggests that the materials should be "more daily life-related [*sic*]". The student appears to indicate that such materials can mitigate the cognitive load.

5.3. Group C

The instruction of Group C is the simplest of the three. The participants' comments on the task of this group are often mentioned about its flexibility. Thus, the simple instruction seems to provide them with the high flexibility. Some of the learners try to write the story with full of their imagination and creativity thanks to its flexibility:

"I can make an interesting story. I can imagine various story [from the pictures on the material] (originally written in Japanese)".

However, some of the students seem to be confused by the flexibility:

"It is difficult to imagine what the persons in the picture are doing (originally written in Japanese)".

That seems to be the proof that working memory is consumed very much to think what learners should do if the instructions are too unclear and straightforward.

6. Discussion

Most interestingly, the clear correlation between the difficulty of the instruction and the degree of achievement of the task was not recognised in this research. In any groups, even though some of the students describe that the instructions in the task were difficult to understand and unclear in the questionnaire, they could complete the task that they required. A student in Group A indicates that there is no relationship between the instruction and how they study Japanese. Also, the correlation between the number of the steps of the instruction and the degree of the participants' understanding was not recognised in this research. Although the researcher expected that the instruction in Group C made the students consume WM the most, some of them indicated that it was clear and easy to understand. In the case of adult learning, the mechanism of consuming WM seems to be diverse depending on their previous experiences and individual difference of ability.

Furthermore, the individual difference of their Japanese skill may be one of the significant reasons for the diversity. The participants who write in the questionnaire that they feel uneasiness about own Japanese comprehension skill seem to consume much of their WM to understand what teachers request them in the classes regardless of whether the instruction is easy to understand.

The result of the analysis shows that too simple instruction such as Group C generates the diversity of the achievement of the task. It seems to relate with the individual difference of the degree of consuming WM. Some of the students who feel: "I can express as I imagine!" do not consume their WM to tackle the task. In contrast, those who feel: "What should I do?" may consume more WM capacity than other students. Also, the gap of recognition between what teachers require learners and what the students can do appears to be considered. Sato (2018) notes that a task such as proofreading may be very difficult depending on the learners' skill even though it is a basic skill for teachers. Teachers may not occasionally be able to notice how they make students do difficult tasks according to Sato.

Regardless of the instruction groups and the degree of achievement of the task, most of the

participants desire teachers simple instructions. The redundancy of instructions tends to impose a heavy cognitive load on learners (Sweller, 2017; Sato, 2018). Many students indicated positive evaluations about the picture, examples, hints, and tips on the task paper. Such features seem to be able to reduce every learner's cognitive load and to make them concentrate on solving the problems.

7. Conclusion

How the difficulty of the instruction impacts on the students' understanding is still unclear because the influence of the instruction of the task was diverse depending on the participants' individual difference in this research. Nevertheless, simple instruction which the redundancies are removed can ease their cognitive load and make them focus on solving the problem, not on thinking what they should do. One of the participants state:

“Easier instruction can motivate me because it can enhance my interest (originally written in Japanese) “.

As the student notes, the degree of the cognitive load to understand what to do of the task appears to influence learners' motivation to study. Specifically, in the case of adult education, maintaining motivation seems to be one of the problems which the learners must overcome. Also, being the task is second language study seems to impact on their understanding. Even though the instruction and the content of the task are easy, they may feel difficult because of the imperfect comprehension of the instruction in their target language.

The limitation of this research is that it is not clear what and how the factors of the instructions of the task can influence the participants' cognitive load although the research reveals that the simplicity of the instructions can reduce learners' cognitive load. More detailed research can be conducted in the future.

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Human Resource Practices of a Local University: Basis for Intervention Scheme

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Abstract. Human Resource Practices such as recruitment and selection, training and development, performance appraisal, compensation and benefits, promotion and retention and disciplinary measures are vital keys in maintaining an efficient and effective workforce that will result to high employee morale and competitiveness. The focus of the study was to determine the extent of the implementation of human resource practices and the problems that may be encountered by faculty members and administrators of a local university in Malabon in the implementation of the said practices and proposed a possible intervention scheme if necessary. A descriptive survey method was used and was analyzed using frequency, percentage, ranking, standard deviation, weighted mean and analysis of variance. The results revealed that human resource practices particularly: training and development, performance appraisal, compensation and benefits, and promotion and retention got f-computed values which are greater than the f critical values which imply significant differences between the assessments of the respondents. Delay in the salary of faculty members is the most common problems encountered by the respondents. It was concluded that the assessment of the administrators and faculty members with regards to training and development, performance appraisal, compensation and benefits, and promotion and retention practices were different because the majority of the administrators are tenured while the majority of faculty members were contractual which leads to delay of salary. It was recommended that an intervention scheme was designed to help the administrators to promote faculty members sustainability and enhance their efficiency and effectiveness.

1.Introduction

The proper human resource practice of any institution determines the success or failure of its business. Like any other business entity, local higher educational institutions must also have sound human resource practices in their faculty members and administrative staff. It is because the success of any learning institution depends on the quality of education it offers that can only be made possible through having competent educators who sharpen the minds and hearts of the students to become the fair hope of our society.

In reality, poor recruitment and selection, inadequate Training and Development, subjective Performance appraisal, delayed compensation and benefits, biased promotion and retention, and unclear disciplinary measure practices are the more prevalent issues in most local universities and colleges. Such problem arises due to political intervention and pressure, no written or unclear human resource policy, political accommodation of referrals with inadequate qualifications and hiring of the faculty even without passing

through a standard recruitment and selection process because of their connections both inside and outside the institution. These practices often result in hiring incompetent faculty members.

The study sought to determine the extent of the implementation of the human resource practices of a local university and proposed a possible intervention scheme that will be beneficial to the administrators and faculty members.

2. Theoretical Framework

This study was anchored on the Harvard Model of Human Resource Management as shared by Michael Beer (1984). The organization is seen as having human resource flows. The human resource flows include the recruitment of an employee entering an organization, selection, placement, appraisal, promotion, and termination.

3. Statement of the Problem

1. What are the different Human Resource Practices implemented as assessed by the faculty and Administrators in terms of Recruitment and selection, Training and Development, Performance appraisal, Compensation and benefits, Promotion and retention and Disciplinary measures.
2. Is there a significant difference in the assessment of the respondents as to the aforementioned variables?
3. What are the problems encountered by respondents in the aforementioned variables and the solutions thereof?
4. Based on the findings, what intervention scheme may be proposed?

4. Hypothesis

There was no significant difference in the assessment of the respondents in the aforementioned variables.

5. Review of Related Literature and Studies

Studies of Llenares (2010), Manuzon (2006), Dinagsan (2006), Benjamin (2008), Cal (2007), Mabey (2007), Powerchex (2006), Brewster (2007), Mayson & Barret (2006), Michelangeli (2006) and Rioux (2008) were related to the present study on the aspect of Human Resource Management Practices. But the study of Bahian (2008), Pangilinan (2005), Mariano (2009), Lu (2005), Viril (2010), Hernandez (2005) and Clarin (2007) were very closely similar with the present study because it focuses on the Human Resource Management Practices of State Universities and Colleges. The current study will focus on the extent of the implementation of human resource practices of a local

university and probe on the possible problems that may arise and suggest a possible intervention scheme.

6. Methodology

This study used a descriptive correlation method. The respondents of the study were the twelve (12) school officials and eighty three (83) faculty members of City of Malabon University were conveniently selected to participate and completed a researcher made survey questionnaire. The questionnaire was divided into two parts: Part 1 which includes the profile of the respondents such as age, civil status, sex, length of service, educational attainment and employment status. Part 2 which measures the extent of the implementation of the human resource practices and ask to identify the problems encountered in the implementation of the said human resource practices. And this was measured using five (5) point scales.

The following statistical tools were utilized in analyzing the results of the data that was gathered from the respondents. Frequency, percentage and ranking as shown on equation (1) were used to quantify the profile variable of the respondents. Weighted mean as shown on equation (2) was used to denote the average of the extent of the implementation of the different human resource practices of the in selected local universities and Analysis of variance as shown on equation (3) was used to find out if there is a significant difference in the assessment of the respondents as to the different human resource practices.

7. Results and Findings

1. The recruitment and selection is rank no. 1 with WM = 3.52 (extent). Rank no. 2 is performance appraisal which registered a WM = 3.44 (extent). Rank no. 3 is disciplinary measures, WM = 3.27 (moderate extent). Rank no. 5.5 “compensation and benefits,” and “promotion and retention,” WM = 3.00 (moderate extent). An overall composite WM = 3.22 (moderate extent) was observed.

2. The human resource practices particularly: recruitment, selection and disciplinary measures got an F-computed values which are less than the F-critical value which means that there is no significant difference in the assessment of the respondents in recruitment, selection and disciplinary measures. Hence, the null hypothesis that there is no significant difference in the assessment of the respondents on recruitment, selection, and disciplinary measures are accepted. While human resource practices particularly: training and development, performance appraisal, compensation and benefits and promotion and retention got an F-computed values which are greater than the F-critical values which implies that there are significant differences between the assessments of the respondents in terms of training and development, performance appraisal, compensation and benefits, and promotion and retention. Therefore, the null hypothesis that there is no significant difference between the assessments of the respondents in

terms of training and development, performance appraisal, compensation and benefits, and promotion and retention is rejected.

3. The problem “delay in the salary of faculty members” is the Most common problem having (128) one hundred twenty-eight responses and rank number one (1) and unanimously suggested that “ improvement in salary procedure/ system” is the possible solution in the problem. While “Implication Performance evaluation” is the least of the problems having (8) eight responses and rank number seven (7) and suggested that applying the main purpose of performance evaluation be done.

4. The intervention scheme will be focusing on giving insights on the value of the right recruitment and selection procedure; Clarifying the concern on the performance evaluation system and its relevance to employee growth and appropriate personnel action; Realizing how can efficient delivery of public services prompt employee rotation; and How duties can foster continual employee productivity and commitment to service.

8. Conclusions

1. Among the six (6) human resource practices recruitment and selection were the highest. The administration and faculty members were aware of the importance of proper implementation of the recruitment process to hire the proper person for the right job. On the other hand, “compensation and benefits,” and “promotion and retention were the lowest because of the lack of security of tenure and delay in salary.

2. Among the six (6) human resource practices, the assessment of the administrators and faculty members were similar with regard to recruitment and selection and disciplinary measures which means that the following practices were common knowledge to everyone. While the assessment of the administrators and faculty members with regard to training and development, performance appraisal, compensation and benefits, and promotion and retention practices were different because the majority of the administrators had Tenured of office.

3. The most common problem that majority of the respondents experience is “delay in salary” and least of the problem is “The implication of the performance evaluation”.

4. The suggested intervention scheme of the study was designed to help the administrators to promote faculty members’ sustainability and enhance their efficiency and effectiveness.

9. Recommendations

1. The criteria on Recruitment and retention practices be aligned to Civil Service Commission as well as Commission on Higher Education standard requirements.

2. The delivery of pay services is improved since money plays a big motivational factor in employment.
3. The results of performance evaluation are discussed between the superior and subordinate to be able to realize areas of employee's strengths and weaknesses.
4. Benefits and privileges are important considerations to ensure motivation. A review of the existing benefit plan for employees is revisited to be at par with other SUCs. For example, the schools may consider providing scholarship grants to its employees.
5. A copy of the study be given to the school/ agency/ university under study; and
6. Further studies are conducted by future researchers to include retirement practices.

0. Tables

Table 1. Summary table of the extent of the implementation of the different human resource practices

Respondents	City of Malabon University						Rank
	Admin		Faculty		Composite		
	WM	VI	WM	VI	WM	VI	
1. Recruitment	3.35	ME	3.35	ME	3.54	E	1
1.a Selection	3.42	E	3.36	ME	3.50	E	
Total	3.39	ME	3.36	ME	3.52	E	
2. Training and Development	2.91	ME	2.91	ME	3.07	ME	4
3. Performance Appraisal	3.56	E	3.15	ME	3.44	E	2
4. Compensation and Benefits	3.08	ME	2.52	SE	3.00	ME	5.5
5. Promotion and Retention	2.91	ME	2.51	SE	3.00	ME	5.5
6. Disciplinary Measures	3.47	E	3.26	ME	3.27	ME	3
Overall Composite Weighted Mean	3.22	ME	2.95	ME	3.22	ME	

Table 2. Significant Difference in the Assessment of the Respondents as to the Aforementioned Variables

Variables	SS	df	MS	F computed	F critical	Interpretation	Decision
				value	value		
Recruitment							
Between Groups	0.0467	3	0.2337	2.15	3.24	Not Significant	Accept Ho
Within Groups	0.4355	16	0.1089				
Selection							

Between Groups	0.0167	3	0.1002				
Within Groups	0.3596	20	0.3597	1.12	3.10	Not Significant	Accept Ho
Training and Development							
Between Groups	0.0426	3	0.3367				
Within Groups	0.2507	24	.0731	5.44	2.92	Significant	Reject Ho
Performance Appraisal							
Between Groups	0.0481	3	0.3367				
Within Groups	1.1088	15	0.0731	4.60	3.16	Significant	Reject Ho
Compensation and Benefits							
Between Groups	0.1969	3	1.7721				
Within Groups	0.4654	32	0.1163	15.24	2.92	Significant	Reject Ho
Promotion and Retention							
Between Groups	0.1839	3	1.4709				
Within Groups	0.1246	28	0.0312	47.14	2.92	Significant	Reject Ho
Disciplinary Measures							
Between Groups	0.0441	2	0.1323				
Within Groups	0.2715	8	0.0679	1.95	4.46	Not Significant	Accept Ho

Table 3. Shows the Proposed Intervention Scheme

Day	Time	Topics	Participants
1	Morning	1.Policies on Recruitment, Selection and Personnel Action 2. Maturing Employees through effective compensation plan and delivery of pay services	Administrators and Faculty
	Afternoon	The Role of Performance Evaluation and its relevance to Employee Promotion and Termination	Administrators and Faculty
2	Morning	“Current Trends and Practice” (Workshop) 1.Recruitment, Selection and Personnel action 2. Compensation Plan and Delivery of Pay services 3. Performance evaluation and its relevance to employee promotion and personnel action	Administrators and Faculty
	Afternoon	Group Discussion and Reflection	Administrators and Faculty

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Importance of Children's Rights: Perspectives from Ugandan and Canadian Primary School Students

Research Paper on Comparative and International Education

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Abstract

Article 12 of the United Nations Convention on the Rights of the Child (UNCRC) states: “[Children have] the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child” (UNICEF, 1989, Article 12). However, many children do not know about the UNCRC or what it means to have rights and responsibilities. This paper reports on a comparative, participatory action research study, focused on children’s participation, involving grade 1 students in rural southcentral Uganda and in grade 2 students in urban Western Canada. The research questions were: What do elementary children in Canada and Uganda believe they need to thrive, to be cared for to grow and develop? What do they understand to be a ‘want’ and a ‘need’? What do they say about their responsibilities? What differences or similarities exist in perception of child rights between children in these two different contexts? The study engaged children in arts-based, learner-centered workshops on the topic of children’s rights, developed by Child Thrive, a Canada-based initiative delivered by the International Institute for Child Rights and Development. The classroom teachers and researchers (authors) co-taught the lesson, which involved the children in storytelling, puppetry, artwork, games, and postcard-writing to key political figures (e.g. the Canadian Prime Minister, the Ugandan President) to teach the children about rights and responsibilities, the difference between needs and wants, and the allied concept of belonging. The children in Uganda and Canada also communicated their understanding of rights through correspondence with each other. Preliminary findings suggest that children in both Uganda and Canada share similar and sophisticated ideas of their rights and responsibilities (although with contextual differences), and that they are also eager to have their ideas heard/acknowledged.

Key words: child rights; rights and responsibilities; child participation; Uganda, Canada

Introduction

Although all but one country in the world are signatories to the United Nations Convention on the Rights of the Child (UNCRC), many (if not most) children do not know about the UNCRC or what it means to have rights and responsibilities. Even many teachers and parents are not familiar with the UNCRC as a document, or its implications with respect to supporting children to thrive in all aspects of their person and life contexts. This study is significant in that it engaged children in activities that encouraged them to consider what it means for them to have rights and responsibilities. It also provided teachers with some pedagogical tools to implement rights-based teaching in the classroom, as well as raise awareness amongst parents of the UNCRC.

This study engaged children in two Ugandan and Canadian primary school classrooms in exploring and expressing their ideas about children's rights. The children in the two classes shared their ideas with each other and with the adults who facilitated the sessions. The overall goal of the study was to encourage young children to consider what rights and responsibilities mean to them as individuals and to others, as well as for them to be aware that all children in the world share the same rights that are articulated in the UNCRC. The objectives of this study were to gain a better understanding of the impact and relevance of child rights for elementary children in two different settings and to assess their understanding of the concepts associated with them. It explored ways to help children meaningfully understand and incorporate the UNCRC into their lives and conversely it provided useful insight for child rights advocates and facilitators on how to better work with children on rights-related matters based on their perspectives. Another objective was to arrange for the children in Uganda and Canada to share their perspectives with one another and encourage them to ask questions of each other on points of interest. The researchers were interested in comparing the ideas of children in Uganda and Canada to explore any similarities or differences the children had with respect to rights and responsibilities.

Literature Review

United Nations Convention on the Rights of the Child (UNCRC)

Eleanor Roosevelt and company drafted the Universal Declaration of Human Rights, later brought into force in 1948 (Normand & Zaidi, 2008). This was not the first human rights instrument, but it significantly shifted global conversations in ways that could not have been anticipated at the time. From this document came a succession of more specific and binding human rights treaties. As subsequent instruments began to collect in its wake, the growing discourse of the necessity of rights was unassailable. Furthering this rights-based discourse for children, the UNCRC opened for signature in 1989. This innovative and far-reaching agreement was met with unprecedented acceptance around the world; it has been signed and ratified by all but one of the world's nations (Butler, 2012). Although it has been over 28 years since it was introduced, it is still shifting and shaping children's rights in different ways in various contexts. However, children around the globe are victim to various forms of abuse, neglect and maltreatment, in all countries and within all socio-economic and cultural contexts. Mass violence, poverty, inequality, insecurity, famine, disease, civil and political unrest violate the most basic of children's rights (Hanlon & Christie, 2016). There are still children who are soldiers, slaves, indentured servants, prostitutes, and human bombs who are forced to endure unconscionable exploitation and atrocities. Yet, we also have a much better understanding of the pervasive spread of physical, emotional, psychological and sexual violence that are perpetuated on children in every corner of the world, and this can anchor

restorative and preventative work to support children through rights articulated in the UNCRC.

Children's rights sit within a broader framework supporting children's wellbeing. Most agree about the inherent value of supporting children's wellbeing, but actions of states and agencies belie a lack of commitment to real action or dedicated resources towards this end (Freeman, 2011; Save the Children, 2008; Lundy, 2012; Unger, 2009; Hughes, 2010). Many policies, practices, and processes are geared towards helping children thrive, yet these are often siloed, and lessons learned in these processes are not widely shared (NRC & Institute of Medicine, 1996; NRC, Allen & Kelly, 2015). Focusing on children's rights offers a platform to better integrate processes to support children's wellbeing. Calls to ensure that children are taught about their rights in schools and other settings have been made to support a good basis for citizenship building (Burrige, 2017).

Diverse needs and experiences of children throughout the world

Children represent a great diversity of experiences, abilities and interests and we cannot treat them as a heterogeneous group in either country. There is a myriad of micro, mezzo and macro factors that positively and negatively impact children's optimal development (Bronfenbrenner, 1986), particularly in early years (NRC, Allen & Kelly, 2015; Britto, et al., 2016; Moore & Lippmann, 2005). Stratham and Chase (2010) identify social indicators for children's wellbeing through the following lenses: needs, poverty alleviation, quality of life, social exclusion, and child rights. Collectively, these factors help to identify and illuminate ways children thrive through a rights-based framework and the phenomena we might look to know when they do. As states and communities use broader indicators for children that embrace concepts of wellbeing and rights to limit vulnerability, more complexity is introduced and a more nuanced ability to showcase these nuances is needed (Bradshaw, 2016).

In working towards children's wellbeing and the actualisation of children's rights, there is a need for multi-level dialogue and cross-national collaboration to develop and foster new ideas and programs to support children to thrive. In the spirit of Article 12 of the United Nations Convention on the Rights of the Child (1989), this should include initiatives that employ child participation and/or co-creation. Earlier work by Manion (2006) found that there was a need for collaboration that could address international problems that complicate local practice by better defining success, and by sharing good practices and effective interventions. It also highlighted the lack of focus on asking the people most impacted by policies, practice and intervention for them. According to Bissell, Boyden, Cook & Myers (2012, p.24), the wisest investment we could make to support children is to study "examples of creative programs making use of cultural assets to promote children's rights and protection within the community."

Children's wellbeing is measured in a multitude of ways across different nations. Although both Uganda and Canada signed and ratified the UNCRC, like many other nations, both countries are still in their infancy when it comes to bringing these principles to life. The UN classifies Canada as a high-income economy and Uganda as a least developed country, highlighting some inherent discrepancies in the access to basic services in each country. Children and young people in both Canada and Uganda face a number of barriers to their full economic, cultural and social participation. Attesting to this, UNICEF's (2017a) *Report Card 14: Child Well-being in a Sustainable World* suggests that Canada continues to lag behind other high income countries when it comes to fulfilling children's rights. Canada, a wealthy

society, has mediocre results in terms of addressing child poverty, child mental health, child obesity, educational standards, and poor rates of child happiness and safety standards (UNICEF, 2017a). These fall largely into a rights-based framework (Covell, 2012). In 2017, Canada fared poorly in UNICEF's league tables, particularly towards the following Sustainable Development Goals: ending hunger (37 out of 41) and poverty (32 out of 41), promoting child health and wellbeing (29 out of 41), and having peace, justice and strong institutions (37 out of 41) (UNICEF, 2017a). Further, rates of success across indicators on health, wellbeing and poverty are significantly worse for Indigenous children in Canada (UNICEF, 2017a; Macdonald & Wilson, 2013). These poor results indicate we have much to learn about how to improve children's wellbeing at the national, provincial and municipal level. According to UNICEF's 2017(c) State of the World's Children, both have high rates of elementary school enrollment rates, but as a high-income nation, children in Canada have better outcomes in several domains from a mortality rates, access to health, and protection than children in Uganda.

Despite high rates of infant and under five mortality, child marriage and violence against children in Uganda (UNICEF, 2017c), UNICEF's annual report (2017b) suggests a number of promising statistics, including a falling rate of maternal and under five mortality; effective open border policy for refugees; decreasing rates of female genital mutilation and child marriage; increasing rates of school enrolment and vaccinations. However, children in Uganda continue to be at increased risk of gender-based violence in schools and at home. According to UNICEF (2017c) data, 40% of children in Uganda are married by the age of 18 and 10% by the age of 15.

On Participation, Education, Belonging and Citizenship

Children's fundamental right to participate in decision-making that affects their lives is enshrined in Article 12 of the UNCRC: "[Children have] the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child" (UNICEF, 1989, Article 12), and, therefore, it is imperative that children are asked about what they understand to be their rights and how they interpret them. However, children are often under-listened to within society (Jones, 2002; Manion & Nixon, 2012; Milner & Carolin, 1999; Waldfogel, 2004). Adults often see children somewhere between naive and vulnerable people in need of protection, and people with full rights and responsibilities able to make their own choices and whose rights must be asserted and upheld. Nixon (2002) suggests that well-meaning, paternalistic practitioners can assume that adults know best for children, particularly those at risk, thereby missing opportunities to build on their strengths, expertise, and abilities. However, children and young people are not only holders of expertise about matters affecting them, they also constitute future generations of decision makers, leaders, advocates and activists.

Supporting systems that see children and young people as active agents that shape their lives pushes the participation debate into a more relevant and realistic one. This is particularly so within the arena of education. Children's education has an important role to play in creating active, engaged citizens, healthy dialogue and in supporting concepts of identity, belonging, and autonomy (Niemi, & Junn, 1998; Souto-Manning, 2017). This in turn supports healthy economic and social development within a country. For example, Milner (2009) suggests Canada (at provincial) and Scandinavia citizenship is a key component for education. Covell & Howe (2012) propose that teaching children about rights (through a Philosophy for Children approach, which focuses on teaching complexity and exploration of philosophical dialogue) can foster better dialogue, sense of belonging and may help to reduce levels of

societal violence. Similarly, identity, a sense of belonging and agency appear to be common requirements for human thriving for children and adults alike (Frankel, 2012). Without a sense of belonging to something beyond ourselves we can feel untethered and unmotivated to traverse adversity.

Active participation is not about just listening to children but acting on what they say. Poor to mediocre examples of participation can involve passive participation where a participant is asked to provide input, but the purpose of the activities is unclear (Boyden & Ennew, 1997). Hart produced an oft-quoted hierarchy of participation that moves from most collaborative to least, from child-initiated, shared decisions with adults through to tokenism, decoration, manipulation. Similarly, Shier (2001) articulated five stages to the development of effective participation for children, including: being listened to, being supported in expressing views, having their views taken into account, being involved in decision-making, and sharing power and responsibility with them. The continuum from adult consultative participation, through collaborative participation, to child-led participation (Lansdown, 2009) is wide. Lundy (2007) suggests that in order to be heard and imbibe Article 12, children need: a safe space for their voice to be heard, support to have their voice heard, someone to actively hear (or see) their opinions and ideas, and to have their ideas acted upon and influence change.

Experts knowledgeable about optimal child development expound the importance of play for children's intellectual, social, physical and emotional development (e.g. Ashiabi, 2012; Lester & Russell, 2008; 2010; Vygotsky, 1978; Piaget, 1962). Play has an important educative value, yet it is often underemphasized across education, law, community development, urban planning, health promotion and social services. This research proposes early discussions with children on the concept of children's rights helps to build a sense of citizenship and democracy as well as build dialogue on understanding of children's rights bounded by a locally derived and culturally appropriate framework. There are variations on the idea of good citizenship, and this shows up in how this is managed in the classroom (Levine & Youniss, 2009), but this research asks children themselves to define and explore concepts of rights and utilise and amplify their voice.

Examples of this approach can be seen for instance, in a UNICEF and International Institute of Child Rights and Development project that used play and rights-based approach to build child protection and community resilience within the context of armed conflict in Burundi and Chad (IIRD et al, 2016). In accordance with this approach, our research draws upon play-based activities to discuss children's rights and as a mechanism for gathering research data.

Our research seeks to fulfill good participation. We used play as an important component of teaching children about children's rights, in setting up processes to give voice to children's ideas and thoughts on rights, and wellbeing and as a catalyst for the sustainability of other rights.

Background to the study

This study is part of a larger project that offers arts-based, learner-centered workshops on the topic of children's rights, developed by Victoria-based initiative called Child Thrive. The Child Thrive program supports a) developing cross-sectoral connections to advance challenging issues, such as bullying, child mental health; b) sharing young people's perspectives on rights with key practitioners and decision makers; and c) cultivating positive relationships, behaviours and strategies among children, parents and practitioners. The

program has been providing kindergarten, grade one, grade two and grade three classes with an interactive, hands-on opportunity to explore what child rights mean and how they impact and protect children since 2014. Thus far, the project has focused on classes in Victoria, Canada, but we introduced the program into a school in Uganda in 2018. This allowed students in Canada and in Uganda to share their perspectives with one another. This research project gathered the ideas generated by children in two classes, in words and artwork, about what matters to them regarding child rights. The different contexts of the two communities offered some ability to compare their insights on rights as expressed in the UNCRC.

Objectives of study

This research hoped to better understand the impact and relevance of child rights for children and to assess their understanding of the concepts associated with them. It explored ways to help children meaningfully understand and incorporate the UNCRC into their lives and additionally it provided useful insights for child rights advocates and facilitators on how to better work with children on rights matters based on their perspectives.

Research Questions

The main research question was: What do elementary children in Canada and Uganda believe they need to thrive, to be cared for to grow and develop? Further sub questions included: Who do they say is responsible for helping them to thrive? What do they understand to be a ‘want’ and a ‘need’? What do they say is their role in getting their needs met? How do they ask for what they need? What do they say about giving back to the community? In what ways do they say they can contribute to their community and help others meet their needs? And what differences or similarities exist between children in these two different settings?

Methods and methodology

This project drew on a participatory action research (PAR) methodology (Reason, & Bradbury, 2006). This methodology recognised that seeking the expertise of those living an experience are the most knowledgeable about that experience. PAR with children is a growing methodological area, but it allows children and young people to express their right to participate and to voice as expressed under Art. 12 of the UNCRC. Bringing play into PAR methodology supports a child’s political stake in active and meaningful participation (Jones & Walker, 2011). As Biddle (2017) suggests, play gives children the opportunity to reclaim spaces often occupied by adults. Torre and Finne (2006) articulate the idea that PAR with youth is quintessentially about shifting research on youth to research with youth.

Child Thrive facilitators used storytelling, puppets, artwork, games, and postcard-writing to key political figures (e.g. the Canadian Prime Minister, the Ugandan President) and organizations (e.g., UNICEF) to teach 5-8 year old children about rights and responsibilities, the difference between needs and wants, and the allied concept of belonging. The process took between 1- 1 ½ hours with each elementary school class. These workshops were most recently facilitated by researchers Elaina and Kathleen in four Elementary Schools between 2014 and 2019. These workshops were introduced in Uganda in June 2018 by researcher Shelley. Using observation, facilitator note-taking, and analysis of workshop artifacts (e.g. postcards and other artwork), the research sought to better understand children’s perspectives on the perception of the importance of child rights and child belonging to support children to thrive in these two different contexts in two specific classes. This included an analysis of what rights were particularly referenced or questioned within workshops and what the children’s understanding was with respect to who protects their rights, what their responsibilities are, and what the difference is between wants and needs.

Once data was gathered in both sites, the researchers coded the artefacts and analysed these, alongside facilitators notes. There were two levels of data analysis, all of which used a triangulation design analysis approach (Cresswell, 2008). The first level of analysis focused on data pertaining to children’s rights as identified by the participants in the class discussions, which were recorded by the researchers. The rights identified by the children in Uganda and Canada were compared and considered within their larger community and societal contexts. Additionally, the letters and drawings that the children in both Uganda and Canada produced were analyzed for commonalities and differences in rights represented. The second level of analysis was focused on emergent themes from the questions posed by the children in each context for their peers across the world, as well as the answers provided. These questions and answers offered some important insights into topics of particular importance and interest to the children with implications for deeper understanding of their contexts and possible rights-based needs. This analysis process was iterative (Grbich, 2013) and collaborative as we consulted with the teachers for clarification of contextual circumstances and characteristics that may have contributed to the prominence of certain themes. These were initially coded for themes and then tested across the researchers (Miles & Huberman, 1994).

Participants, Ethical Considerations, and Location

The participants included children in two primary school classrooms (Grade 1 and 2) - one in Victoria, Canada, the other in a rural primary school in Uganda, their classroom teachers, and one headteacher.

Building on what research suggests regarding good participation, the following were taken into account when designing the workshop, participation:

- should not build unrealistic hopes,
- is informative, voluntary, accountable and transparent,
- is inclusive and age-appropriate,
- does not overburden participants,
- is safe and does not harm,
- promotes family and community relations, and
- is respectful and dignified (Lansdown, 2009).

To support the children in participating in the workshops, the facilitators used flexible, jargon-free, child friendly methods of communication, listening skills and imaginative ways

of involving children in the process. This required time, skill, effort, openness, honesty, respect, and good communication. Games and activities were drawn from a range of sources, but some drew on the Equitas International Centre for Human Rights Education's (2008) *Play it Fair, Human Rights Education Toolkit for Children*.

Given the sensitivity of the research a high standard of ethical practice was adhered to. In addition, an ethical review for the study was submitted to, reviewed and approved in 2018 by the Royal Roads Ethical Review, Makerere University in Kampala, Uganda, and the Uganda National Council for Science and Technology. The parents and the teachers provided their consent to participate in the study and the children offered their assent.

Uganda

T Primary School is located in a village in South Central Uganda. The Primary One (Grade One) class now has 40 students, but 34 students participated in the original workshop. The headteacher of the school, and the classroom teacher also participated in this project. Shelley discussed the proposed project with the headteacher, who was eager to have her school involved as she expressed that the violation of children's (especially girls') rights was a pressing issue in her community and she was keen to educate the children about the importance of their rights. Three teachers met with the headteacher and Shelley to discuss the project and review the parental consent forms together. Then the teachers walked to the surrounding communities and explained the project in the local language (Luganda), and asked the parents to sign the consent forms that had been translated into Luganda. The teachers reported that some parents were initially somewhat skeptical about the children learning about their "rights", but once the teachers answered their questions, and addressed any concerns, all parents of the children in the class were amenable to having their children participate and agreed to sign. The headteacher explained the project to the children, and also informed them that their parents had agreed to their participation. She also ensured that the children were aware that their participation in the study was completely voluntary, and that they were under no pressure to agree to participate. She read and explained the child assent form, and told them that if they agreed to participate, they would sign the form. All the children were eager to join the study and signed the assent form.

Canada

R Elementary School in Victoria is a large school catering to approximately 500 students from Kindergarten to Grade 5 (approximately ages 4 to 11 years old). This school has hosted Child Thrive Workshops for several years, including the teacher of the grade two class where the research took place. The teacher was keen to open a dialogue between the students in the two countries and to continue to learn about and embody the notion of child rights in school. The children were concurrently learning about community advocacy and global citizenship. The teacher had brought in a rights-based approach in the beginning of the school year and the workshop and the connections to children in Uganda furthered the pedagogical strand in the class. Parents were happy to support their children in participating in the workshop and in the research. Like in Uganda, the teacher communicated with the parents and the children about the research and what was entailed and ensured we had parental consent and the children's assent to complete the research.

Implementation

Uganda

Ms. A., the headteacher of T-school, and Shelley collaborated on a two-hour lesson plan, based on the Child Thrive model of engaging children with child rights in the classroom context (outlined below). They used the book, *I Have the Right to be A Child* by Alain Serres (author) and Aurelia Fronty (illustrator) (2012) as the foundational learning text, although Ms. A. translated the book and created pictures that represented contextually-responsive situations for the Ugandan students. Photos below are of two pages from her book.

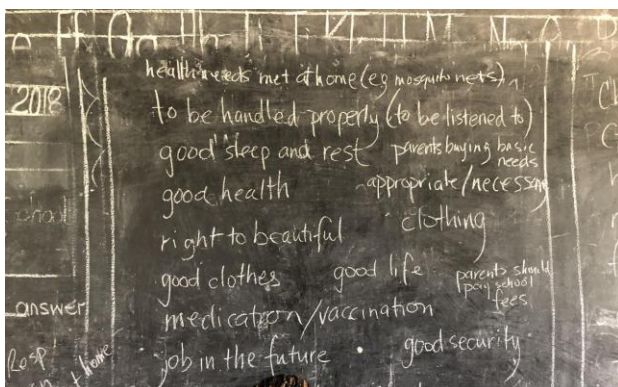
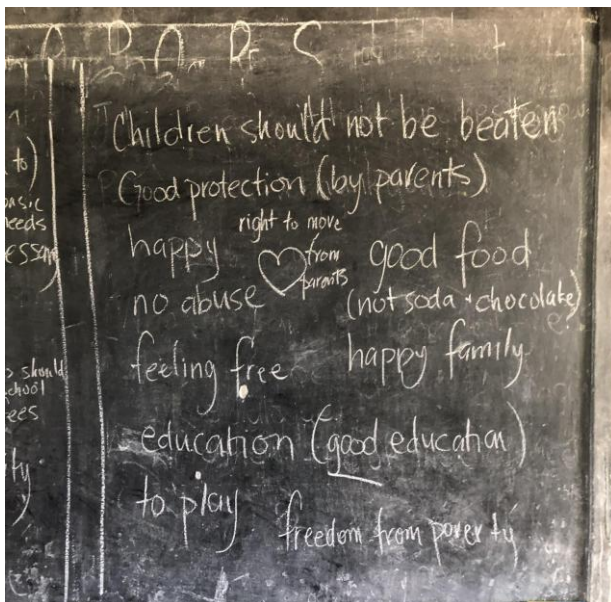
At the beginning of the class, Ms. A. used a hand puppet, “Nunu”, to introduce the special session on children’s rights. Most, if not all, of the children had never seen a puppet before, and were delighted to have Nunu lead the session. Ms A. introduced Nunu to the class: “Nunu is visiting from Planet Zog. Nunu doesn’t know much about children yet but wants to learn. She has visited children in Canada and now want to learn about children in Uganda. Can you help teach her about children’s rights?”

Ms. A then introduced Shelley and explained that Shelley and her colleagues in Canada were visiting children in classrooms in Canada to discuss children’s rights, and that they were also interested in doing the same in Uganda. Ms. A. provided an overview of the activities and discussed the study that would consider children’s rights and responsibilities and related topics and the similarities and differences of understandings, priorities, and experiences between Ugandan and Canadian children. Ms. A. invited them to participate in the study and ensured that the children were aware that their parents had signed parental consent forms and that the children would also be asked to give their assent to participate. She assured the children that they were completely free not to participate and there would be no negative consequences for them if they opted out of the study. Ms. A. read the assent form (translated into Luganda) to the children, explained the contents in simple terms, and encouraged them to ask any questions they may have. There were no questions; all the children were eager to participate and gave their assent. They signed the assent forms, which were also signed by the teacher as a witness.

The session began with Ms. A asking the children what they believed to be the rights of children. The children answered in Luganda and Ms. A translated into English for Shelley, who recorded them on the chalkboard. These included the rights to:

- good sleep and rest,
- be listened to,
- be handled properly,
- good health (access to medication/vaccinations),
- clothing,
- good food,
- good life,
- good family,

- be able to go to school (to have school fees paid by parents),
- good home,
- be beautiful
- be happy
- be loved by parents
- safety and security
- not be beaten
- be free from poverty
- move freely
- be/feel free



As the children were brainstorming about rights, the idea of ‘responsibilities’ also arose. The children discussed their various responsibilities and Ms. A. and Shelley discussed with children the relationship between rights and responsibilities. The children demonstrated their understanding of this concept, discussing how if they had the right to be treated well and taken care of properly, they also needed to treat others well and help others (such as their

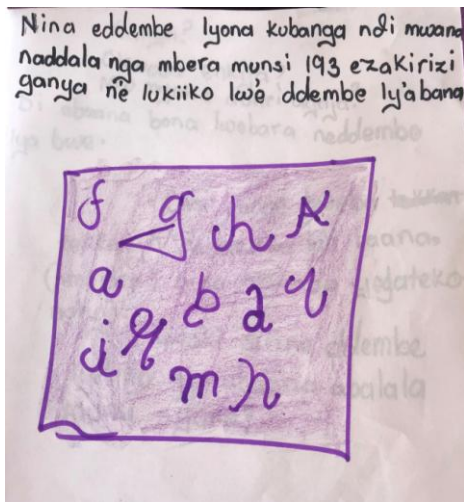
parents) fulfill their responsibilities. The responsibilities the children claimed that they had included:

- sharing,
- studying hard,
- cleaning the house,
- helping your family and friends,
- wanting the best for others,
- valuing the love of your family,
- doing chores - fetching water and firewood, feeding animals, digging in the farm,
- looking after younger children,
- respecting others, and
- protecting others.

When asked who was responsible for upholding their rights as children, the students said that this was their parents and teachers.

Following the consideration of rights and responsibilities, Ms. A. introduced the book *I Have the Right to be A Child* noted above. She then showed the children the book she had made with the text in Luganda and pictures that depicted familiar contexts and activities for the children. Shelley then read aloud and showed the pictures from each page of *I Have the Right to be a Child* in English, and Ms. A. read aloud and showed pictures from each corresponding page of the Luganda book. Below are two sample pages from the translation.





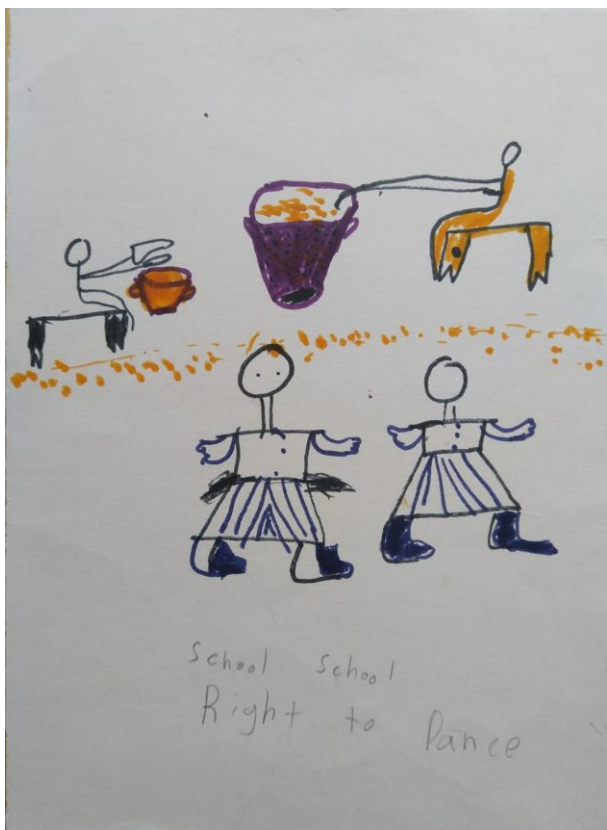
Following this reading, Ms. A. asked the children about any rights that surprised them or that they found interesting. Many of the children expressed that they liked the “right to play.” Following this session, the children had a break for lunch.

In the afternoon, following the lunch break, the session resumed by engaging the children in three different activities: 1) ‘fishing for rights and responsibilities’, where the children used a fishing rod (stick with string and a magnet at the end) to catch a fish (fish cut out of paper with a right or responsibility written on it, and a paper clip attached for magnetic attraction) and identify if the word on the fish represented a right or a responsibility (based on Equitas, 2008); 2) identifying what children believe they need to thrive by drawing outlines of their bodies on the outside school walls and drawing or writing words that depicted their needs; and 3) writing postcards to President Museveni expressing their hope that their rights will be respected (based on Equitas, 2008). The class was divided into three groups, each of which engaged in an activity for about 20 minutes and then rotated, so all activities were undertaken by all students.

The session ended with the students writing letters, with drawings depicting an expression of their rights, to children in Canada. On the other side of their pictures, they wrote letter. Shelley provided a basic letter template in English on the chalkboard to support the children with this:

Dear Friend in Canada,
 This is me [activity in drawing].
 Please tell me about you.
 Sincerely,
 [name]

Below are some examples of their pictures:



Shelley then collected the letters and let the children know that she would deliver them to students in a Canadian classroom to read and that hopefully some correspondence would be established between the two classes.

Canada

The original workshops in Canada were tailored to the age and stage of development of the children. In general, they began with some questions about rights and responsibilities and they introduced Giggles, the puppet from the Planet Zog that wished to better understand children's rights. This was followed by reading a book, often the one listed above. Children were then asked to separate into three different groups to play games aimed at teaching them the difference between needs and wants and matching rights and responsibilities or writing postcards to their Prime Minister regarding what he needs to know about what rights they believe are important in their lives (based on Equitas, 2008). The specific games they played depended on the grade they were in.

The workshop for this research focused more specifically on the connections between Canadian and Ugandan students. It aimed at increasing their understanding about child rights; creating connections about how life is different in rural Uganda, particularly how child rights are understood and realized similarly or differently; providing opportunity for Canadian children to express themselves and their ideas to a new friend of a similar age; strengthening relationships with educators in both countries; and synthesizing key points to analyze for a research paper and presentation.

After the teacher, Ms. T. introduced the facilitators, Elaina, Shelley and Kathleen, they introduced the puppet, Giggles and the idea of child rights and the United Nations *Convention on the Rights of the Child*, in particular what kids need to grow, be safe, healthy and happy. Elaina asked the children to remind themselves of a previous activity with their teacher on Rights and Responsibilities. The facilitators asked the children to explain what a right is and what some examples are. The children said they had the right to:

- a room or a house (or shelter),
- a family who loves them,
- be safe,
- be able to write (and be listened to),
- school
- healthy food,
- water, and
- clean air.

The facilitators shared that rights are what every human being deserves, no matter who they are or where they live, so that we can live in a world that is fair and just. They also were able to link this to their responsibilities. When asked what kind of responsibilities children have, they suggested to 'help my Mom', or 'to help the teacher'.

When asked who was responsible for ensuring their rights were observed and enacted, they suggested their:

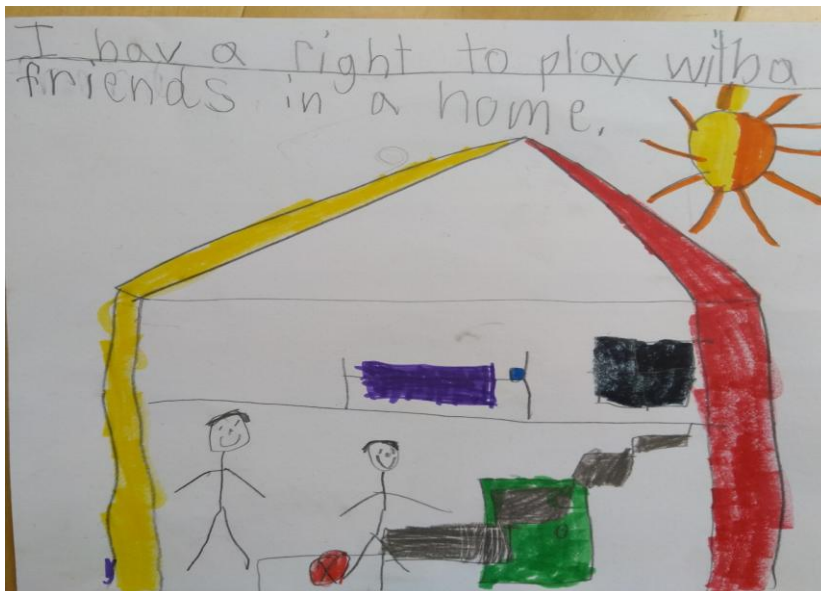
- moms,
- grandmothers,

- teacher,
- the mayor,
- firefighters, and
- importantly themselves.

They were able to highlight that they had an important job to ensure their own rights were observed, but also to support their peers to have their rights observed. The facilitators suggested that there are four families of rights that help you to be yourself, safe, healthy and heard. Children in all parts of the world have the same basic rights, so the facilitators invited the children to hear more about Uganda and the children in the other school. Shelley shared a presentation with photos sharing information about the country and the community where the school is located. Then Shelley shared questions that the students asked the children in Canada. Their answers to these questions are noted in the following section. Students were then provided the letters from the children to read. Based on this they were asked what questions they would like to ask in return, again listed in the following section.

Before the children were invited to begin writing their own letters and pictures for the children in Uganda, they play a quick game, Rights Freeze. They were asked to think of a right that was important to them, for instance the right to shelter. The game started with music and dancing, but when the music stopped, the children had to freeze in the action of that right, for instance a house (for shelter). We played this game three times.

Then the children were provided some time to develop their letters. They had several days to complete these. Below are some examples of their pictures:





The session was closed with a "hula hoop" activity where everyone stood in a circle and worked together to get everyone around (including the adults) without letting go. This activity focused on cooperation and working together. In closing, the facilitators asked the children what they noticed, and they replied that everyone had to work together.

Findings

When verbally asked to highlight specific rights, the Ugandan children noted similar rights to the Canadian children, for instance the right to play (for instance football), to have healthy food, the right to go to school, the right to dance, and to a good home. The Canadian children noted the right to have a room or a house (or shelter), a family who loves them, to be safe, to be able to write (and be listened to), to go to school, to healthy food, water and clean air. The children also drew pictures and wrote letters that highlighted specific rights or areas for rights. These are quantified in Table 1.

Right	Uganda (n=34)		Canada (n=22)	
	letters	pictures	letters/words	pictures
play	29	30	17	11
food	6	14	6	0
education/school	5	9	2	1
home	2	20	5	9
friends	2	2	8	8
family	1	1	1	5
travel (bus)	0	5	0	0

art (expression)			4	0
clothes			1	1
clean water			2	2
love			1	1
clean environment/ clean air			0	1

Table 1. Children’s rights as prioritized by children in Uganda and Canada

Of interest in Table 1 is that the Canadian children identified more rights than did children in Uganda.

Also, of interest is that several of the Ugandan children’s drawings featured a school bus. Shelley had not noticed a school bus, so followed up on this with Ms. A., who confirmed that the school did not have one. She added though, that “kids here move long distances of like 5km -10m, and cross locally made bridges as the place is surrounded by water, so to them getting a school bus to trek them to school [would be] a big solution for their suffering.” The children may have been indicating that along with their right to education was their right to *access* education.

In looking at differences, students noted that the pictures children created outlining what rights were important to them were similar. Some differences emerged in terms of the environmental context, for instance the Ugandan children commonly noted milking a cow or playing football (soccer).

There was also some overlap in the responsibility’s children had and the identification of who was responsible for protecting their rights. They were able to highlight that they had an important job to ensure their own rights were observed, but also to support their peers to have their rights observed. All children highlighted the role of their family and their teachers as well as themselves in protecting rights, but children in Canada were more likely to additionally suggest professional supports, like nurses, doctors, police officers, firefighters and politicians.

The students in Uganda asked the students in Canada some specific questions via email:

1. Are children normally taught in school or home how to be open or straight when it comes to their rights?
2. Are jobs and responsibilities chosen for the kids and depending on gender?
3. How about home chores, are they done according to gender?
4. How about when children's rights are violated, how are kids helped and what happens to the culprit?

In response, the children in Canada suggested that they learned about their rights in both school and at home. Initially, most agreed that they were taught in school and a few at home. With the support of their teacher, the students suggested that rights were more directly

addressed and talked about at school, but at home they were more inferred or modelled when family ensured children had healthy food, clean water, shelter, safe harbour and went to school and had access to medical care.

Children in Canada did not feel there was a distinction in the jobs or responsibilities based on gender, at home or in school. They also expressed that they had the same opportunities whether they were a boy or a girl. The further expand on this, the children noted that the kinds of jobs they were given were jobs given by their teacher, like helping in the class, or by their parents (family) like cleaning their room, helping with cooking. Of note, was that these appeared to be similar to the comments noted by the children in Uganda.

The last question was a little more challenging. One student suggested that if someone breached their rights, "they would get in trouble". They also noted that the most important thing to do was to 'tell someone', to let an adult, like a teacher, a parent or grandparent. To illuminate the discussion further the teacher helped them think through an example of a situation where one student was not treating another one with respect and that the teachers and adults would support the children to ensure that their needs were met, but also that there was an expectation that they treated each other equally with respect and dignity. This was an interesting discussion, as the children in Canada interpreted the example of rights violation, with the help of their teacher, as bullying or school-based conflict. However, the question posed by the children was about more fundamental breaches of children's rights, including, as Ms. A elucidated "about violation of rights, kids here suffer violence ranging from beating, starving, failure to be taken to school, early /forced marriage, child labour etc. Some of these kids are victims of domestic violence by drunken parents, prostitutes etc. So, some are small cases others are criminal". This illustrates a significant difference in the context of the lived realities of the two groups of children, where violence against children does occur within the Canadian context, it is less discussed openly in schools.

The children in Canada also asked questions that were more focused on the environmental differences between the two communities. These included how long does it take to travel there. Other questions included, do you write your last name first; what are the rules of football and are they different than soccer (why is the name different); do you play baseball; how are your houses built, what kind of gift can we send you (e.g. something you do not have); what age or grade does your school go to; what grade do you want to go to; when do you start working; do you have a tv and do you watch tv; do you have power (i.e. electricity); how many kids are in your class; how do you get around, for instance to school (e.g. by bicycle); and do you have cactus?

Discussion

There were many similarities and a few differences that emerged in a surface analysis of these two different contexts. The following were the areas that were of particular interest and could be further investigated, but some analysis has been done here.

Environment

The right to clean air and clean water were identified by children in Victoria, but this was not a right that children in Uganda identified. It is possible that air pollution (and environmental protection) is something that is given more attention in Canadian schools than Ugandan schools, or this could reflect the fact that the children in Canada are living in an urban centre with a significant amount of air pollution from emissions from cars and marine vessels, some

industry, and, increasingly, forest fires during the summer months. Although there is some air pollution in the rural areas where the Ugandan children live (mostly from fires used for cooking and burning rubbish outdoors, and burning kerosene for indoor lights), there are relatively low levels of emission from cars or industry since few people can afford vehicles, and there is little local industrial development. Therefore, this might not be perceived as having the same degree of priority or severity in terms of an issue of concern, given that often simply having access to sufficient amount of food and clean water was a struggle.

Gender

While there was a discussion about the right to non-discrimination on the basis of sex, colour, race, ability, the children did not identify this as a key right in their verbal discussions or in the drawings and letters. However, the additional questions that the children in Uganda had for the children in Canada on gender raised some interesting insights about differences. One question was concerned with the gender roles: “Are home chores [for children] done according to gender?” In Uganda, there are generally clearly defined roles and responsibilities, as well as leisure activities, according to gender, even for children. Girls are responsible for more home-oriented work (sweeping, cooking, cleaning the house, washing dishes, looking after younger children, fetching water), and boys have more scope for mobility and independence by, for example, feeding and herding animals, and running errands into trading centres or nearby towns. In addition, gender inequality remains highly problematic in Uganda (Blackden, 2004; Bantebya, Muhanguzi, & Watson, 2014; Jones, 2008, 2011, 2018; Uganda Ministry of Gender, Labour, and Social Development, 2007; Uganda Ministry of Education and Sports, 2013; UNDP, 2015), and an unfair burden of domestic chores on girls is a major impediment to educational participation, and consequently, life opportunities (Uganda Ministry of Education and Sports, 2013). For the Canadian children, this question was easily answered. While there are still some gender-based inequalities in the country, these were not raised by the children and may not be visible or obvious to them. The Canadian children seemed somewhat bemused by this question of gendered division of chores as they believed there was no difference between what was expected of girls and boys by their parents, teachers, or anyone else.

Circles of Protection

The children in both settings were asked about who was responsible for protecting their rights. These were similarly answered regarding family, teachers, nurses and themselves, but the children in Canada also identified political personas and frontline service workers (e.g. firefighters). This may indicate a difference in the perception of roles or the roles of civic institutions in protecting citizens.

The children in Uganda also had a question for the Canadian children regarding protection. They wanted to know what happened when someone violated a child’s rights? Who would the child turn to? What would happen to the “culprit”? Ms. A. explained in her letter to Shelley that this was an important question for the children in Uganda because they did, in fact, suffer from serious violations of their rights - including lack of food, beatings, sexual abuse, emotional abuse, and neglect and abandonment, and had access to no resources for help, other than parents and/or teachers who may themselves be perpetuating abuse (Clarke, Patalay, Allen, Knight, Naker, & Devries, 2016; Rwanyonga, Mike, & Nakubulwa, 2009). For children in Uganda, a limited and poorly functioning social services infrastructure does not afford children easy access to services they require in cases where their rights are violated (Child, Naker, Horton, Walakira & Devries, 2014), and studies have shown that teachers and

parents have very limited understanding of children's rights (Rwanyonga, Mike, & Nakubulwa, 2009). Whereas the children in Canada had little context to understand or process this question. In light of this, the teacher, Ms. T. reframed this question to more tightly pertain to school bullying or inappropriate behaviour. While violence against children happens within the Canadian context, it is interesting that the notion of 'violating children's rights' was interpreted in two vastly different ways. This begs for further research, but it could illuminate a Canadian discomfort with discussing gross violations of children's rights or a lack of context for identifying perpetrators of rights violation. It could also point to a current focus in schools on tackling bullying and behavioural issues.

Broader Insights from other children

This study focused specifically on two classes in primary school, however the workshops have been occurring over several years with students of a broader age range within Canada. Anecdotally, the researchers noted that there are similar themes emerging from these different workshops. In general, the children involved in the workshops have an acute sense of the areas of rights pertaining to survival, i.e. shelter, food, water, family, clean air. They also have a sense of their embeddedness within a family, a school and a community that supports their wellbeing and these circles of protection act on their behalf to enact their rights. Children also illustrate a strong aversion to a sense of injustice or unfairness that exists within their local context, but also a global one. Further, children exhibit a sense of the importance of supporting the rights of others. The notion that rights are tied to responsibility is an important element to encourage (Covell & Howe, 2012; Jones & Walker, 2011; Byrne & Lundy, 2015). While children are often left out of discussions and are considered unable to understand issues like rights (Lundy, 2012; Manion & Nixon, 2012; Bissell, et al, 2012), this project highlights this is too simple. Overall, this study illustrates that young children have the ability to understand and reflect on their own rights and how they relate to the rights of others. Embedding child rights education into the curriculum could support their self-efficacy, but also their ideas about citizenship.

Lastly, these two groups of children emphasised their right to be themselves, to be children and to play. While other classes often discuss the importance of play and the special status of children, some groups struggle with whether 'play' is a want or a need.

Conclusion

By exploring children's understanding of their rights with them, as well as supporting their education through rights-based play, this research hoped to support our understanding of rights and how to better target initiatives focused on rights based education to support healthy thriving children and healthy communities.

This research demonstrates the power and efficacy of play-based pedagogy to engage children in rights-based education. It also demonstrates that children have a general understanding of rights and responsibilities as important to the social fabric of their families and communities, and wish to see rights for themselves, and for others, respected and upheld. The keen interest exhibited by both groups of children - in Uganda and Canada - for learning more about each other are testament to the universality of the fundamental ethics and values - empathy, justice, love, support, protection - that underscore children's rights. This project opened a dialogue between two disparately located groups of school children and offers a platform for further research and dialogue in the future.

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**LEADERSHIP ORIENTATION AND EMPLOYEE ENGAGEMENT
IN RELATION TO THE ORGANIZATIONAL HEALTH OF
TERTIARY SCHOOLS IN REGION XI**

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Abstract

The wellness of an organization is reflected in the leadership orientation and its employee engagement. With the appropriate leadership approach in a given situation, and to maintaining employee engagement, an organization functions as a healthy and successful workplace accomplishes its goals. Hence, the main focus of this research was to determine whether leadership orientation and employee engagement are significantly related to organization health. This study made use of the Slovin's maximum of 400 samples at 0.05 significance level as this reference point became the bases on the number of the respondents to participate in the research study. The researcher had opted to a wider coverage of more than 400 that she distributed 560 questionnaires which were disseminated to the respondents -the school heads and the employees- in their respective schools. The statistical test used was of the significance on the relationship between the variables under study. This revealed significant relationship between employee engagement and organizational health; where employee engagement became a critical component on the overall health of an organization; that employee engagement is a key factor -in terms of job, co-workers, manager, department, and company. Thereafter, the researcher recommends to provide opportunity for employees to feel that their job is important to the success of the company; to create a workplace by which the co-workers enjoy working with the people in the group; the company to provide attractive opportunities for growth and improvement; enhance communication skills to having a clear understanding what the manager expects from the employees; and to entrust them authority to do best work.

Key words: organizational health, leadership orientation, employee engagement

Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

All organizations with successful health and wellness programs experience lower health care cost. Employees may be present in the workplace but not effective due to illness, stress, or other focus-diverting cause (Burke, 2013, p.301). The World Health Organization definition on health in 1947 is adjusted in context to organization; it goes that “health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity” (Goldman, 2006; Burke, 2013). Harvey, Martinko and Douglas assert that a leader’s ability to interact effectively with subordinates is generally held to be crucial in creating or maintaining an effective organization (Goldman, 2006, p.747). Bolman & Deal (2014) said that intelligence, talent, and experience are all qualities of leadership, but they are not enough; it all depends on how a leader approaches the situation into the lenses of the four-leadership orientations.

The management and organization in the Philippines felt the transition of management functions based from traditional management theory to modern corporate leadership, where the strategic leaders are key actors to communicate organization’s vision, mission, philosophy; most importantly to motivate employees to achieve the firm’s goals; while the strategic managers are responsible for implementing business plans to insure their firm’s long-range survival. In the end, the outcomes support the idea of Kotter (1990), Mintzbergg (1975) who maintain that “not all effective strategic managers are effective leaders, and not all effective strategic leaders are effective manager (Roffey, 2000, p.3). When organizations start to flounder, managers use a variety of methods and techniques to correct the problem on organizational illnesses, but things don’t get better. In spite of the hard work and goodwill on the part of everyone concerned, the problem persists.

In Region XI, Davao City, The Basic Education Assistance for Mindanao (BEAM) supported under the Philippines-Australia Project harnessed as a strategic resource for building capacity and improving organization performance (Walsh, 2005). The project connects Department of Education and Private Schools leaders, staff, and faculty who were previously performing the same function independently, to come together to form knowledge sharing networks. The BEAM project were created in four components: Human Resource Development, Materials Development, Increasing Access (BEAM-LIFE, BEAM-PEACE, BEAM-HOME), and Project Management, Monitoring and Evaluation (Talidano & Rillo, 2018, p.167). The identified leaders of the DepEd and the identified

leaders of the higher education of the private schools mingled in the newly created community. Local leaders and or managers at any level can institute treatment for sick organizations. In few cases, certain treatments are best implemented by senior management depending on the leadership orientation, but it is by no means true that only the top executives of an organization affect changes, employees have a great help to organizational health too.

In Tagum City, the University of Mindanao Tagum College is one of the participating universities in Region 9 to 12 to The Government Policy Framework and the Accelerated Teachers Education Program (ATEP); a strategy response of Basic Education Assistance for Mindanao (BEAM) Project to the Professionalization of Asatidz -a component of the DepEd Muslim Basic Education Roadmap (Talidano & Rillo, 2018, p.171). The asatidz are Muslim leaders, teaching Arabic Language and Islamic Values Education. One of the tasks of UMTC-BEAM teachers is to train the Muslim leaders to become license teachers. “Like gifted teachers, leaders of other leaders, in carrying out the daily task of education, need to be managers of the learning process within their organization. The management of learning in organizations and with other leaders, as in classrooms, may require a variety of techniques, depending on the learning problem encountered, the persons taught, and the demands of the organization served” (Salacuse, 2005, p.133). Leaders of two sick organizations can attempt to heal and or create a healthy organization depending on the leadership orientations and employee engagement.

No matter where one is in the organization- one can treat the problem in one’s own little corner. It doesn’t matter where the illness originated, or how widespread it is, or whether it takes different forms in other departments. All that matter is that in one’s own area, one makes a commitment to treat the illness, and one take action. Hence, there is an urgency to pursue this study that everyone in the organization may know and participate on how to fix the surface situation as well the underlying psychological problem in the organization making this a document with social relevance.

Statement of the Problem

This study is to determine the relationship of leadership orientation and employee engagement with the organizational health of tertiary schools in Region XI. It also sought answers to the following specific questions:

1. What is the leadership orientation of leaders of the tertiary schools in Region XI in terms of:
 - a. Structural Frame
 - b. Human Resource Frame
 - c. Political Frame
 - d. Symbolic Frame

2. What is the level of employee engagement of the tertiary schools in Region XI in terms of:
 - a. Job
 - b. Coworker
 - c. Manager
 - d. Department
 - e. Company

3. What is the status of organizational health of the tertiary schools in Region XI in terms of :

- a. Psychotic Illnesses
 - b. Neurotic Illnesses
4. Is there a significant relationship between:
- 4.1. leadership orientation and employee engagement
 - 4.2. leadership orientation and organizational health
 - 4.3. employee engagement and organizational health

Hypotheses

The hypothesis of this study tested at 0.05 significant level: there is no significant relation between leadership orientation and employee engagement; leadership orientation and organizational health; and employee engagement and organizational health.

Theoretical and Conceptual Framework

This study is anchored on the theory of Blanchard (2007) which states “leadership orientation is the key variable for driving employee engagement and customer devotion; and that employee engagement and customer devotion are key factors in creating organizational vitality and or organizational health (The Ken Blanchard Companies, 2009).

The theory is supported by the views of the following authors:

The above theory is a synthesis of the previous two theories of Bolman and Deal’s (2003) which states “leadership orientation promotes wellness to the organizational health” and the theory of Maylett and Reboldi (2008) which points out that employee engagement becomes a critical component to be measured in terms of the overall health of an organization. These are supported by the following views of various authors.

Blanchard, Essary, and Zigarme (2005) maintain that organizations must provide meaningful work, autonomy, and opportunities for growth, encourage collaboration and recognition, and address the concept of fairness in order to maximize employee engagement. When employee engagement is maximized, it in turn leads to devoted customers, which results in sustainable growth, profits, and higher stock value and wellness of the organization.

The variables of the study are shown in Figure 1. In this study, the independent variables are leadership orientation and employee engagement and the dependent variable is organizational health. The first independent variable is the leadership orientation. It has four indicators namely: the structural frame, human resource frame, political frame and symbolic frame.

Structural frame focuses on the structures and processes that must be established in order to run an efficient and effective organization. *Human frame* is about the work one does as leader and manager with the most valuable resource of all, the people. The *political frame* describes the work involving power, responsibility and authority and the relationships management and change orchestration that is

required to ensure organizational development and improvement. The last frame is the *symbolic frame* which focuses on the activities and processes that project the culture of the organization.

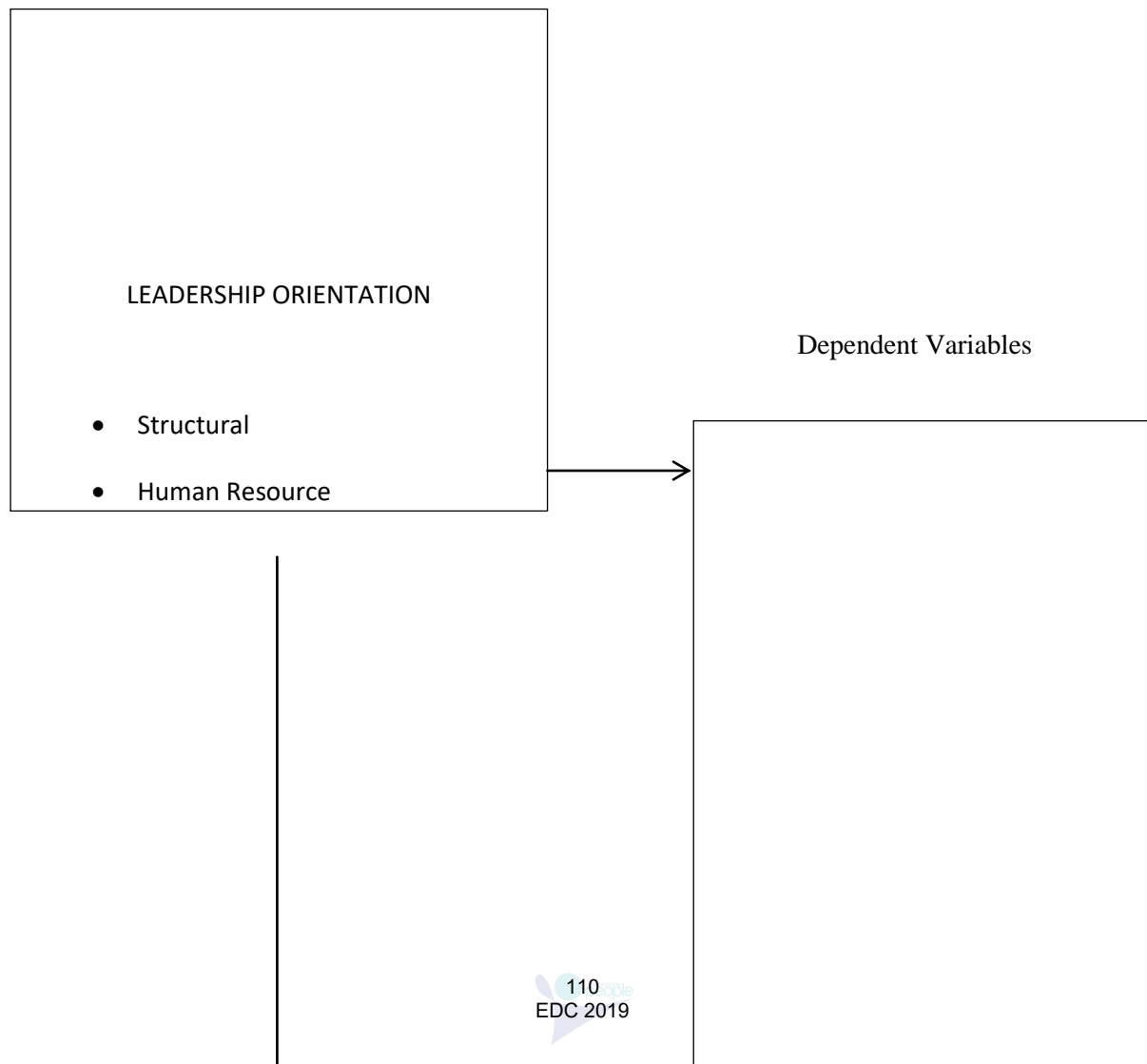
The second independent variable is *employee engagement*; this includes *job, co-worker, manager, department* and *company*. Job competence includes: having the right tools and resources to do the job well, having the training and skills to do an excellent job, the amount of work expected for being reasonable, the talents and abilities used being well in the current position, and the feeling that the work is important to the success of the company.

Next, is *co-worker* competence which includes: the people helping each other when needed, the people treating each other with respect, the co-workers openly talk about what needs to be done, and enjoy working with the people in work group.

For *manager* competence, it includes: having a clear understanding what the manager expects, the manager having a friendly working relationship with all team members, the manager giving everyone regular feedback on how they are doing, and the manager regularly recognizing everyone for doing a good job.

Department competence includes: always delivering products and services of superior quality, having the authority needed to do best work, people in the department doing what

Independent Variable



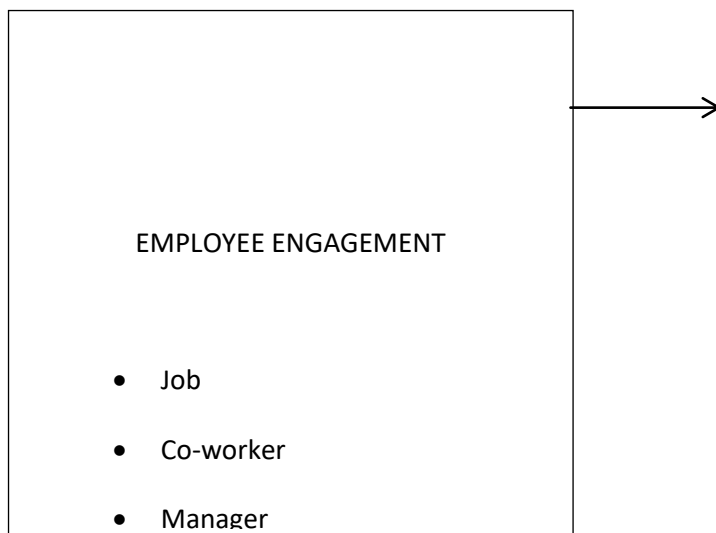


Figure 1. Conceptual framework showing the variables of the study

they said they would do, and people from the other departments willingly cooperate with the department.

Finally, for the second variable, *company*, includes; the company caring about the employees and treating them fairly, the company providing attractive opportunities for growth and improvement; and having the pride of saying one is working in the company.

The dependent variable of the study is the *organizational health*: this includes the *psychotic* and *neurotic* illnesses. Psychotic has five ailments which includes: *mania*, *manic depression*, *schizophrenia* and *paranoia*. On the other hand, neurotic has four ailments which includes: neurotic behavior, depression, intoxication, obsessive-compulsion and post -trauma.

For *psychotic illness*, symptoms in *mania* like overly expansive moods and grandiosity are observed when company is forgetting important details; *manic depression* symptom is a roller coaster of up and down moods when a firm is always chasing the next big contract; *schizophrenia* is shown in no clear lines of authority or responsibility when a disorganized organization relies on luck; and *paranoia* is observed through of lack of trust when a company refusing to allow communication.

The second illness, *neurotic behavior* which has four illnesses: *depression's* symptoms are observed such apathy, lack of energy and initiative when a firm is facing layoffs due to sales decline;

intoxication is observed through rationalization like addicted to self-doubt when escaping facts through rationalization is projected; *obsessive-compulsion*'s symptom like work never good enough when demands of perfection in the search for total quality is observed; and symptoms for *post-trauma* like shock, erratic behavior based on past events are observed when lay-offs based on past not on anticipated sales are projected.

Significance of the Study

The following are the beneficiaries of the study:

CHED Officials. This contributes to the pursuit of Quality Education, wellness of the organization through effective leadership and employee engagement.

School Administrators. That they may be aware on the kind or orientation they have and to use this to match the needs of their employees and the organization as a whole.

Teachers. Through this study, teachers may be introduced to a kind of process to aid them in assessing themselves so as to how are they as employees and to realize how important their engagement is; and on how to be successful in their job so as the organization.

Stakeholders. It gives them on their tasks to support the school as an organization. This will be a challenge to them to assist their children and teachers as well and give importance to their role as stakeholders.

Students. Through this study, their leadership orientation, engagement and values be established firmly to aid them in the future as they become leaders or employee.

Researchers. That researchers may feel fulfilled in their undertakings as this research is hoped to result to favorable outcomes.

The fulfillment of this research is hopefully a witty contribution to the field of education to management and the organization.

Definition of Terms

The following terms are conceptually and operationally defined as used in this study.

Leadership Orientation. Leadership orientation is defined referring the four different leadership frameworks of Bolman and Deal: *structural frame*, *human resource frame*, *political frame* and *symbolic frame*. It also refers to the ability to use multiple frames which is associated with greater effectiveness for managers and leaders; the multiple thinking which requires moving beyond narrow, mechanical approaches of understanding organization (Bolman & Deal, 2014, pp.18-19).

In this study, leadership orientation described the profile of heads of the tertiary schools in Region XI. Taking the leadership orientation survey, the leaders would be identify according to the leadership orientation of Bolman and Deal: the structural frame, human resource frame, political frame, and symbolic frame.

Employee Engagement. Parsley (2005) said that employee engagement is a key driver of organizational performance. It is a state of mind in which employees feel a vested interest in the company's success and are both willing and motivated to perform to levels that exceed the stated job requirements. It is the result of how employees feel about the work experience – the organization, its leaders, the work and the work environment.

In this study, employee engagement measures how engaged are the teachers in tertiary schools: in their job, with coworkers, their managers or direct head, their departments and companies and or school organization as a whole.

Organizational Health. It is an organization's ability to function effectively, to cope adequately, to change appropriately, and to grow from within. Organizational health, like personal health, may vary from a minimal to a maximal level (Organizational Health Development and Diagnostic Corporation, 2000).

In this study, organizational health described the wellness or vitality of the organization; where The Organizational Health Analyzer determines the possible illnesses such as psychotic and or neurotic. The organization may possess some symptoms of organizational illness but it is still healthy and just normal or may have possible illness, and or probable illness.

Chapter 2

METHOD

Discussed in this chapter are the design of the study, the research subjects, the instruments used, the procedure and the steps followed in the conduct of the study, and the statistical treatment of the data.

Research Design

Descriptive-correlation type of research according to Downie and Heath as cited by Dinauto (2006) is a measure of association between variables with varying levels of measurements. In certain cases,

two variables become related because they are related to, or caused by the third variable. Hence, two variables generally tend to vary together; or the presence of one also indicated the presence of the other; or even one can be predicted from the presence of the other. It is for this purpose that the method is used since the focal point of this research which dealt with three-variable study is to measure the degrees of relationship between the independent variables namely: leadership orientation and employee engagement to its dependent variable, organizational health.

Region XI, Davao Region is one of the regions of the Philippines located at the southern portion of Mindanao. Davao Region as shown in Figure 2 consists of four provinces, namely: Davao de Oro (previously Compostela Valley), Davao del Norte, Davao Oriental, and Davao del Sur. The Region encloses the Davao Gulf and its regional center in Davao City. Davao de Oro comprises of eleven municipalities with its capital in Nabunturan which has five tertiary schools; Davao del Norte has ten municipalities with its capital in Tagum City and has eleven tertiary schools; Davao Oriental with nine municipalities with its capital in Mati City has four tertiary schools; and Davao del Sur has sixteen municipalities with its capital in Digos City and has fifteen tertiary schools.

Research Subject

This study made use of the Slovin's maximum 400 samples at 0.05 level of significance as the reference point for determining the number of respondents. The researcher opted to have a wider coverage of more than 400 and so she distributed questionnaires to 560 samples; however, only 512 questionnaires were retrieved. The respondents were of the tertiary school divisions in Region XI. The number is valid as sample respondents because it is above the maximum 400 samples of Slovin's. In addition, according to Green as cited by Gempes, et al (2005) that in determining the total number of respondents, the general rule of the thumb about sample sizes for correlation or regression is not less than 50 participants with the number increasing with a larger number of independent variables.

The respondents of the study were the heads, faculty and staff of the colleges and universities. The heads of schools who answered the questionnaire are most men with ages ranged from 28 to 60 years old. The members of the faculty and staff are part time and fulltime college instructors and university ranged from 22 to 70 years old.

Table 1 shows the distribution of respondents, the school divisions number of respondents, and its percentage. As reflected, Davao de Oro with 80 respondents, with 15.83 of the population participated in the study; Davao del Norte with 176 respondents or 34.38% of the population; Davao Oriental with 48 respondents or 9.37 of the population; and Davao



Figure 1. Map of Davao Region

Table 1

Distribution of Respondents

School Division	No. of Respondents	Percentage
Davao de Oro (Compostela Valley)	80	15.63
Davao del Norte	176	34.38
Davao Oriental	48	9.37
Davao del Sur	208	40.62
Total	512	100%

del Sur with 208 respondents or 40.62 of the population which summed up to 512 or 100% total percentage of the distribution of the respondents

Research Instrument

The questionnaires utilized in this study were taken from online references. The three sets are all standardized test; Leadership Orientation questionnaire is originated from Lee G. Bolman and Terrence E. Deal (2014). The employee engagement survey is from the DecisionWise (2005) Leadership Intelligence, and the Organizational Health Analyzer (OHA) is originated by Drs. Nurit and William Cohen 1991 cited by The Institute of Leader Arts (2008).

Submission of the first draft to the thesis adviser for comments, suggestions, and recommendations improved its presentation with the corrections included and integrated. The final copy was presented to the dissertation panel for approval. The validation of the questionnaire was done by Eugenio S. Guhao Jr., Dr. Gloria P. Gempes, Dr. Maria Vilma J. Manulat, Dr. Ionne A. Avelino and Dr. Guadalupe M. De Leon.

The first set of questionnaires which is the Leadership orientation has six parts. The first part asks the respondents on the strongest managerial skills, second part asks the best way to describe the respondents, thirds part asks what ability they have that helps them the most to be that successful managers, fourth part asks what people are most likely to notice about them, fifth part asks what is their most important leadership trait, and the last or sixth part ask on how are they best described.

The respondents, the heads was asked to rate each item of the questionnaire. A rating of “4” to the phrase that best describes them, “3” to the item that is next best, and on down to “1” for the item that is least like them. The scoring was translated into a 5-point Likert scale, as follows:

Range of Means	Descriptive Level	Interpretation
3.40-4.00	Very High	This means that the leader exhibits the leadership orientation in 9 out of 10 occasions
.80-3.39	High	This means that the leader exhibits the leadership orientations in 7 to 8 occasions
.20-2.79	Moderate	This means that the leader exhibits the leadership orientation in 5 to 6 occasions

.60-2.19	Low	This means that the leader exhibits the leadership orientation in 3 to 4 occasions
1.00-1.59	Very Low	This means that the leader exhibits the leadership orientation in 0 to 2 occasions

The second set of questionnaire is Employee Engagement Survey. The survey has five parts in all. Job were composed of five items, co-workers with four items, manager with four items, department with four items, and company with three items. The total number of items is 20 in all.

The respondents, the teachers were asked to rate each item from 1 to 5, where “5” is strongly disagree and on down to “1” for strongly agree. The rating is translated as follows:

Range of means	Descriptive level	Interpretation
.50-5.00	Very High	This means that employee engagement is felt by the respondent in 9 out of 10 occasions
.50-4.49	High	This means that employee engagement is felt by the respondent in 7 to 8 occasions
.50-3.49	Moderate	This means that employee engagement is felt by the respondent in 5 to 6 occasions
.50-2.49	Low	This means that employee engagement is felt by the respondent in 3 to 4 occasions
.00-1.49	Very Low	This means that employee engagement is felt by the respondent in 0 to 2 occasions

The third and the last set of questionnaires is the Organizational Health Analyzer (OHA). There are 63 items in all in the O H A. Psychotic Illnesses are composed of four groups of questions with its corresponding ailment.

The first group is for Mania. The symptoms show overly expansive moods and grandiosity in this case a company is forgetting important details. The second group is for Manic-Depression, symptoms

show “roller-coaster” of up and down moods when a firm is always chasing the next big contract. The third group is for Schizophrenia, symptoms show no clear lines of authority or responsibility a disorganized organization which relies on luck. The fourth or last group is Paranoia, symptom is lack of trust; a company refusing to allow communication.

Neurotic illnesses have five other ailments. Neurotic Behavior’s symptoms are self-doubt, paralysis, fear and anxiety; an organization has inability to act due to fear. Depression’s symptoms are apathy, lack of energy and initiative when a firm facing layoffs due to sales decline. Intoxication’s symptoms are rationalization, an addicted to self-doubt when a firm escaping facts through rationalization; obsessive-compulsion’s symptom to feel the work as not good enough when a firm demanding perfection in the search for “total quality.”

Each organizational illness has seven-item questions to be rated from 5 to 1, described as strongly disagree down to strongly agree. These questions were re-arranged and scattered in the entire questionnaire. But a scoring guide is provided for the grouping of the specific items for each illness. The score for the seven questions for each illness was added. The total score corresponds to the scale as follows:

Range of Scores	Descriptive Level	Interpretation
21 or less	Normal	This means that the organization may possess some symptoms of organizational illness but it is still healthy and just normal.
22-28	Possible Illness	This means that the organization is on the road to the identified illness.
29 or greater	Possible Illness	This means that the organization is suffering with the identified illness.

Parameter limits are as follows:

Range of Scores	Description	Interpretation
21 or less	Normal Level	This means that the organization may possess some symptoms of organizational illness but it is still healthy and just normal.
22-28	Critical Level	This means that the organization is on the road to the identified illness.

29 or greater

Abnormal Level

This means that the organization is suffering the identified illness.

Data Gathering Procedure

The data were gathered through the procedures below:

The researcher presented the three sets of questionnaire to the dean of graduate school, adviser, and dissertation panel for the validation of the questionnaire and approval. Then, the researcher secured copy of the list of tertiary schools in Region XI from the Commission on Higher Education (CHED).

A letter of request signed by the dean of graduate school for the distribution of questionnaire to each of sample schools was sent personally to the respective school president and or director. Upon approval, the researcher approached the research head or the program head as instructed to personally explain its purpose and the endorsement of copies of the questionnaire for distribution. The school heads were the one who set the date as to when the questionnaire is to be retrieved.

The questionnaire was retrieved by the researcher on the scheduled date, thereafter tallied, tabulated, analyzed and interpreted accordingly and confidentially.

Statistical Treatment of the Data

The data collected on the leadership orientation, employee engagement and organizational health were tested using the following statistical treatment:

Mean. This measure was used to identify the levels of leadership orientation, employee engagement and organizational health.

Pearson *r*. This was used to find the significant relationship of each factor of leadership orientation, employee engagement and organizational health.

Chapter 3

PRESENTATION AND ANALYSIS OF FINDINGS

Presented in this chapter are the results of the study in answer to the questions posed in Chapter 1. Results are presented and analyzed under the following sub-headings: leadership orientation of heads in terms of: structural frame, human resource frame, political frame and symbolic frame. The summary on the level of leadership orientation of heads, level of employee engagement, status of organizational health, and significance on the relationship of organizational health with leadership orientation and employee engagement.

Level of Leadership Orientation of Heads of Tertiary Schools in Region XI

Structural Frame. Reflected in Table 2 is the level of leadership orientation of the heads of tertiary schools in Region XI in terms of structural frame with mean scores ranging from 2.76 to 3.24. Four items under this frame: *the leader is best described as analyst* with a mean score of 3.90; *the strongest managerial skills are analytical skills* with a mean score of 3.24; *the leader has the ability to make good decision* with a mean score of 3.10; *the leader's most important leadership trait is having a clear, logical thinking* with a mean score of 3.00 are described *high* as evidenced by their ratings. This means that the leaders exhibit the leadership orientation in 7 to 8 occasions. Further, the heads of tertiary schools in Region XI highly project as analyst. It hints that in their leadership approach in planning, implementing and monitoring, they observe the data and use it to help their schools to make better administrative decision.

Data would come from any form of assessments. Having a clear and logical thinking, a leader can pick his or her choice of important data, create teams to serve their interest, and to come up for a sound decision for common good. Kiser, Leipziger, Shubert (2014) supports the notion as they said that one's influence, as a head, combined with one's role, as a change driver, led the creation of an organization-wide working committee, sourced from multiple departments which worked together to develop and implement sustainable initiatives. Leader's most valuable assets could be in his or her decision to add members in his or her team from the senior management. Certainly, the senior management highly invested in the committee's activities, with a level of decision-making power which will allow the leader to champion the team's goal, more so for faster implementation and added legitimacy to the efforts.

Moreover, there are two items reflected on the table which bear a description of *moderate* level: *the best way to describe the leader is technical expert* with a mean score of 2.34, and *the leader is noticed by his attention to details* with a mean score of 2.76. This means that the leaders exhibit the leadership orientation in 5 to 6 occasions. This would mean further that heads of tertiary schools in Region XI are goal oriented.

Leaders could sometimes be challenged of finding common ground with many of these new divisions to successfully reach his or her department's goals. It is better to seek ways to explain the department's operation in a relatable manner rather than to educate them on the technical intricacies and or to pay attention to details that were less important. Strategic influence inspires those around them to become involved in organization citizenship efforts. This competency relates to an individual's communication skills and ability to influence stakeholders who they do not hold authoritative power over. The approach will allow the leaders to build strong partnerships across the organization and build on his or her network of stakeholders (Kiser, Leipziger, Shubert, 2014).

Table 2

Level of Leadership Orientation of Heads of Tertiary Schools in Region XI in terms Of Structural Frame

Item	Mean	Description
1. The strongest managerial skills are analytical skills	3.24	High
2. The best way to describe the leader is technical expert	2.34	Moderate
3. The leader has the ability to make good decision	3.10	High
4. The leader is noticed by his attention to detail	2.76	Moderate
5. The leader's most important leadership trait is having a clear, logical thinking	3.00	High
6. The leader is best described as an analyst	3.90	High
Overall		High

	2.89	
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The overall computed mean for *Structural Frame* is 2.89 which is described as *high*. This means that the heads of tertiary school in Region XI exhibit the leadership orientation in 7 to 8 occasions. This implies that the leaders are aware that structural thinking in one of their greatest strengths. They knew it is important, but they also have felt that it is not the only dimension critical to top performance.

In school setting, the structural framed leaders decide how to group individuals into work units. It supposes that the leaders choose an option that the functional groups are based on knowledge or skill, as in the case of university’s academic departments or the classic industrial units of research, engineering, manufacturing, marketing and finance. The leaders’ natural inclination can make them a valuable contributor in any team or organizational context. They can help diagnose structural gaps or overlaps and suggest ways to fix them. However, leaders need to be aware of the risk of becoming rigid, authoritarian micromanagers. They may have noble intentions and admirable concern for getting the job done, but may overlook human emotions, politics, and the cohesion that comes from cultural bonds rather than the structure (Bolman & Deal, 2014).

Human Resource Frame. Reflected in Table 3 is the level of leadership orientation of heads of tertiary schools in Region XI in terms of human resource frame with mean scores ranging from 2.65 to 3.41. The data showed that one among the items: *the strongest managerial skills are interpersonal skills* with a mean score of 3.41 is described as *very high*. This means that the leaders exhibit the leadership orientation in 9 out of 10 occasions. This indicates that the leaders project the intelligence of social understanding, or the ability to understand and relate to others.

For leaders with social understanding, *Arthur Schopenhauer* described them as people who “*allow everyone the right to exist in accordance with the character he or she has, whatever it turns to be: and all they should strive to do is to make use of this character in such a way as its kind of nature permits, rather than to hope any alteration in it, to condemn it offhand for what it is. This is the true sense of*

the maxim – Live and let live.” (Greene, 2012, pp. 133-134). In dealing with people, leaders with social understanding are not exempted to encounter particular problems that will tend to make them emotional and lock them in the Naïve Perspective. Such problems include unexpected political battles, superficial judgments of their character based on appearances, or petty-minded criticism of their work. However, applying the essential strategies -speak through your work, craft the appropriate persona, see yourself as others see you- help them to meet these inevitable challenges and maintain the rational mind-set necessary for social intelligence (Greene, 2012).

Three among the six items: *the leader is best described as a humanist* with a mean score of 3.31; *the leader is noticed by his concern for people* with a mean score of 3.17, and the *leader’s most important leadership trait is being caring and supportive to others* with a mean score of 3.03 are described as *high*. This means that the leaders exhibit the leadership orientation in 7 to 8 occasions. This means further that the heads of tertiary schools in Region XI had applied humanist principles to leadership and personal development which recognize the dignity and worth of each and every human in the workplace; treating them with respect and compassion.

Leaders who practiced family-supportive supervisor behavior -who show emotional support, instrumental support, role modelling, creative work-family management behaviors- greatly alleviated employees’ work-life conflict, had better physical health, job satisfaction, and a lower level of turnover intentions. Leaders who exhibit emotional support make subordinates feel comfortable discussing family-related issue, such as expressing concern about how their work roles affect family and demonstrating sensitivity and respect for employees’ nonwork responsibilities. Leaders help subordinates successfully manage work and family roles demands

Table 3

**Level of Leadership Orientation of Heads of Tertiary School in Region XI
in terms of Human Resource Frame**

Item	Mean	Description
1. The strongest managerial skills are interpersonal skills	3.41	Very High
2. The best way to describe the leader is a good listener	2.75	Moderate
3. The leader has the ability to coach and develop people	2.65	Moderate
4. The leader is noticed by his concern for people	3.17	High
5. The leader’s most important leadership trait is being caring and supportive to others	3.03	High

6. The leader is best described as a humanist	3.31	High
Overall	3.05	High

when they are provided the day-to-day instrumental support -resources or services- such like, backing up subordinates when they have unanticipated nonwork demands. Subordinates are led to positive work-life outcomes when their leaders demonstrate examples or strategies or role modelling behaviors. Leaders' creative work-family management behavior help in addressing the employees' work-life management -specifying creatively relocating or rescheduling job duties and asking for suggestions to enhance work-life balance (Paludi, 2013).

The other two items: *the leader is a good listener* with a mean score of 2.75, and *the leader has the ability to coach and develop people* with a mean score of 2.65 are described as *moderate*. This means that the leaders exhibit the leadership orientation in 5 to 6 occasions. This entails the enhancement of communication skills, both the verbal and non-verbal cues; when one has perceived what one wanted to convey, and the other to have decoded the message in order to response rather than to react.

Listening is not waiting until the other person finished talking so the leader can take the floor. Listening is more that hearing -it is caring about what the other person has to say and using leading questions" (Peragine, 2016, p. 31). Not surprisingly, listening is one of the four macro skills in communication. In order to receive a response rather than reaction, one should have the art of asking question. A leader's worst communication error is to assume everyone has and understands the information that has been conveyed. Along with management studies, Bell & Martin (2014) said that communication studies revealed evidence that workers could help improve operations when their ideas were considered. When people think of communication, they think of messages exchanges between a source and a receiver. The basic definition of communication is to make commonly understood.

Therefore, managerial communication is the use of management and communication skills to make information commonly understood in order to accomplish organizational goals.

Managers can be coaches of their own teams. However, expecting managers to be effective coaches presents a number of difficulties (Velsor, McCauley & Ruderman, 2010, p.142). The authors cited Waldroop & Butler (1996) in saying that the role expectations of a coach and a manager are often quite different. Managers often achieve success by being competitive, quick to judge and act, focused on near-term results, and eager to point out problems; while coaches collaborate, encourage reflection before action, focus on a longer term, and seek to understand rather than of being a critique. The authors also quoted Blessing White (2008) in stating that most managers say they like to coach and that they believe that coaching contributes to their success, but they also admit that they do not spend enough time coaching and see coaching as an addition to their daily work.

The overall computed mean for *human resource frame* is 3.05 with its description as high. This means that the leaders exhibit the leadership orientation in 7 to 8 occasions. This implies that the heads of tertiary schools in Region XI communicate a strong belief in people, that they are visible and accessible and willing to empower their subordinates.

In order to be great *human resource* leader, one should recognize the importance to be good at inquiry. Probing with questions and observation enables the leader to learn from experience and to acquire information they need to understand what's going on. Leaders are high on advocacy when they are communicating clearly and effectively. They are high on inquiry when they are actively asking questions and encouraging feedback to get important information. It is hard to become a great leader without being a great listener and learner. (Bolman & Deal, 2014).

Political Frame. Reflected in Table 4 is the level of leadership orientation of heads of tertiary schools in Region XI in terms of political frame with mean scores ranging from 1.82 to 2.37. The following items are: *the leader is best described as a politician* with a mean score of 1.82 or *low*; *the leader has the ability to build strong alliances and power base* with a mean score of 2.03 or *low*; *strongest managerial skill are political skills* with a main score of 2.17 or *low*; *the leader is noticed by his ability to succeed in the face of conflict and opposition* with the mean score of 2.34 or *moderate*; *the leader's most important leadership trait is toughness and aggressiveness* with a mean score of 2.37 or *moderate*; and *the best way to describe the leader is a skilled negotiator* with a mean score of 2.37 or *moderate*.

The essence of political skill is building support for our function and our projects. This takes place through dialogue, and one of the most compelling dialogues we can have is about our vision. Leadership is keeping ourselves focused on the vision, and this means that we have to get comfortable talking about it. Everyone can talk about the vision statement in ways that help command others' interest (Block pp.117-118). This suggests that aside from enhanced communication skills, a political leader needs to study and understand culture which has obvious impact to negotiation; social relationship and or social activity which is a requirement to negotiation,

As reflected in the table, the data showed that three among the six items: *the best way to describe the leader is a skilled negotiator* with a mean score of 2.37; *the leader's most important leadership trait is toughness and aggressiveness* with a mean score of 2.37 and *the leader is noticed by his ability to succeed in the face of conflict and opposition* with the mean score of 2.34 are all described

moderate. This means that the leaders exhibit the leadership orientation in 5 to 6 occasions. This means further that the leaders have studied culture, but they need to understand culture more deeply.

Karsaklian (2014) maintains that culture has three obvious impacts on negotiations: the mindset, norms that dictate behaviors, and negotiations which require social activity (p.14). The author explains that mindset entails on how people were prioritized that they will be more verbal or more visual. Equally important, norms seem the way one should address people (taboo topics which one is not allowed to bring up, the food one eats and the way one eats). Much more, negotiation which integrate rituals and traditions important to local by then a political leader should supposed to know and to be open to participate in some of them. The author elaborates this, that when negotiating, one might be surprised to be invited to weddings and other family parties, especially if one does not have a close personal relationship with one's counterparts. The specific group of people would want the political leader to be taken out of the office to get to know him or her better as an individual; they would also want to see how flexible and open-minded the leader is. From their point of view, the more people who attend them, the better. It is a sign of power.

Similarly, in a global perspective, Saner (2012) asserts that negotiator should study history and memoirs, be acquainted with foreign institutions and habits, and be able to tell where, in any foreign country, the real sovereignty lies. Everyone who enters the profession of diplomacy should know the German, Italian and Spanish languages as well as the Latin. Ignorance of which would be a disgrace and shame to any public man, since it is the common language of all Christian nations. He should also have some knowledge of literature, science, mathematics, and law. Hence, from Saner's perspective, a political leader who as well a skilled negotiator should study the local history and biographies of significant people in the community; be acquainted with culture and traditions of the people in the local, regional, or his or her country himself. A skilled negotiator should know the dialects of the group of people or the tribes where he or she exercises diplomacy. The leader's knowledge of literature, science, mathematics and laws help him or her impact negotiations.

Table 4

Level of Leadership Orientation of Heads of Tertiary Schools in Region XI in terms of Political Frame

Item	Mean	Description
1. The strongest managerial skills are political skills	2.17	Low
2. The best way to describe the leader is a skilled negotiator	2.37	Moderate
3. The leader has the ability to build strong alliances and a power base	2.03	Low

4. The leader is noticed by his ability to succeed in the face of conflict and opposition	2.34	Moderate
5. The leader's most important leadership trait is toughness and aggressiveness	2.37	Moderate
6. The leader is best described as a politician	1.82	Low
Overall	2.18	Low

A leader may be educated to be tough and aggressive but failed to put it into practice which enhances political leadership skills. Ralph Waldo Emerson maintain that “There are two classes of leaders: leaders by education and practice whom the people respect; and leaders by nature, by whom the people love” (Allman, 2004, p.24). The author continued that if the people like but do not respect the leader, they will follow the leader for a while but only at a distance. They will not follow too closely a leader who is not tough and aggressive into battle. On the other hand, if the people respect but do not like the leader, the people will undermine the leader's project and even the leader's career. Much worse, if the people do not like and respect the leader, they will openly critical and seek to sabotage the leader. Friction between individuals and groups can cause discomfort, but instead of seeing it as a conflict, a political leader sees it as a means to creativity and improved results.

The three items: the *strongest managerial skills are political skills* with a main score of 2.17; *the leader has the ability to build strong alliances and power base* with a mean score of 2.03, and *the leader is best described as a politician* with a mean score of 1.82 are described low. This means that the leaders exhibit the leadership orientation in 3 to 4 occasions. This implies that the heads of tertiary schools in Region XI are leaders by position, but they have not enhanced the strongest managerial skills which are the political skills.

The leaders as politicians need to master at least four key skills: agenda setting, mapping the political terrain, networking and forming coalitions, and bargaining and negotiating. A leader should understand that in the structural frame point of view, an agenda outlines a goal and schedule of activities. However, in the political frame, it is a statement of interest and a scenario for getting the goods. The leaders need to understand how key constituents think and what they care about to ensure that the leader's agenda meshes with their concerns. In the course of gathering information, a leader can plant seeds, "leaving the kernel of an idea behind and letting it germinate and blossom so that it begins to float around the system from many sources other than the innovator" (Bolman & Deal, 2014, p. 81). A desperate leader who is about to begin seven straight quarter of losses may have two prongs: an immediate goal of staving off bankruptcy and a long-term vision of making the business once again a great company. But vision is merely an illusion unless a leader has a strategy that recognizes major forces working for and against his or her agenda (Bolman & Deal, 2014).

The author above continued that unwittingly, managers push ahead all the time. They launch a new initiative with little or no effort to scout and chart the political turf. A simple way to develop a political map for any situation is to create a two-dimensional diagram showing players and power. Misreading the political landscape can lead to costly errors. With an agenda and a map in hand, a leader can move to developing relationship with key constituents. The first task in building networks and coalitions is to figure out to whom a leader needs help. Second, is to develop relationships so that people will be there when a leader needs them. The basic point is simple: leaders need friends and allies to get things done. To sew up support, a leader needs to build coalition. It is hard to dislike politics without also disliking people. Like it or not, political dynamics are inevitable under three conditions most leaders face every day: ambiguity, diversity, and scarcity.

The overall computed mean score for *political frame* is 2.18 or low. This means that the leaders exhibit the leadership orientation in 3 to 4 occasions. This hints that heads of tertiary schools in Region XI need not only to project the leadership orientation, but also, to look into the management to keep the system functioning.

John Kotter has observed that it is possible to have too much or too little of being a leader and a manager. If one has neither leadership nor management, the leader will find a rudderless organization, no direction and no expectations. Strong management with no leadership tends to entrench an organization in deadly bureaucracy. Strong leadership with no management risks chaos and imperiling of the organization. The best leader has the ability to finesse the struggle between leadership and management. The friction between the two concepts helps the leader bring optimal results through synchronized energy (Allman, 20014).

Every group and or organization is political, for two reasons: (1) individuals and groups have divergent interests and values, and (2) they live in a world of scarce resources. It is impossible for everybody to get everything they want. Most leaders may not like the idea of thinking politically;

people see politics as sordid and amoral. Leaders and people may like it or not, the truth is that to be an effective leader, one needs to understand and leverage political dynamics rather than shy away from them (Bolman & Deal, 2014).

Symbolic Frame Presented in Table 5 is the level of leadership orientation of heads of tertiary schools in Region XI in terms of symbolic frame with mean scores ranging from 1.17 to 2.51. The items are as follows: *the strongest managerial skills are flair for drama* with the mean score of 1.17 or very low; *the leader's most important trait is imagination and creativity* with the mean score of 1.58 or very low; *the leader is noticed by his charisma* with the mean score of 1.72 or low; *the leader is best described as visionary* with the mean score of 1.96 or low; *the leader has the ability to inspire and excite others* with a mean score of 2.20 or moderate; and *the best way to describe the leader is an inspirational leader* with the mean score of 2.51 or moderate.

It is reflected in the table that two among with the six items: *the best way to describe the leader is an inspirational leader* with the mean score of 2.51, and *the leader has the ability to inspire and excite others* with a mean score of 2.20 are described *moderate*. This means that the leaders exhibit the leadership orientation in 5 to 6 occasions. This means further that out of the Four Leadership Staircase of Feser (2016), the heads of tertiary schools in Region XI have journeyed the fourth, third, second, yet not and or about to journey the first leadership staircase.

The two-year- long research journey of Feser (2016) revealed that inspirational leadership (which pertains to the first Leadership Staircase) motivates, brings out the best in people, and modelling organizational values. This leadership behavior innovates, out performs its competitors, engages its employees, attracts great talent, and out-performs investors' expectations.

The journey in the fourth (baseline) leadership staircase suggests that the leader's behavior maybe effective at facilitating group collaboration, demonstrating concern for people, championing desired change, and offering a critical perspective, but in themselves they do not differentiate between mediocre and top performance. The leader needs competence of situational leadership as additional behaviors to help the organization climb the third staircase. The most effective forms of situational leadership behaviors are those that are often associated with a directive, "top-down" leadership style – making fact-based decision, solving problems effectively, and focusing positively on recovery. Furthermore, in order for the organization to move up to the second staircase, the leader needs to adopt execution-oriented behavior as to keeping groups task, being fast and agile, employing strong result orientation, clarifying objectives and consequences, and seeking different perspective. The leadership staircase implies that every step builds on the previous one (Feser, 2016, pp 15-16). This implies further that the leader may employ one competence at a time; he or she may have journeyed the situational leadership approach, further to execution-oriented behaviors, but he or she needs to climb the first leadership case to experience inspirational leadership.

Table 5

**Level of Leadership Orientation of Heads of Tertiary Schools
in Region XI in terms of Symbolic Frame**

Item	Mean	Description
1. The strongest managerial skills are flair for drama	1.17	Very Low
2. The best way to describe the leader is an inspirational leader	2.51	Moderate
3. The leader has the ability to inspire and excite others	2.20	Moderate
4. The leader is noticed by his charisma	1.72	Low
5. The leader's most important leadership trait is imagination and creativity	1.58	Very Low
6. The leader is best described as a visionary	1.96	Low
Overall	1.86	Low

The other two items: *the leader is noticed by his charisma* with the mean score of 1.72, and *the leader is best described as visionary* with the mean score of 1.96 or *low*. It means that the leaders exhibit the leadership orientation in 3 to 4 occasions. This implies that the leaders may have taken the initial step to put into words the future they wish to create for their respective organization, however, being partly narcissistic, it is so complex and so large for them to articulate an understandable vision of the future.

There are instances that most people do not start as professional leaders. They are inspired amateurs who opportunistically become leaders and then have to rise to the occasion. Expertise in the communication arts is vital for a charismatic personality. Freud and Churchill were highly skilled writers and presenters of ideas, and Hitler mastered rhetoric. The leadership skills of Churchill, Freud and Hitler, especially in their younger years were incomplete. Churchill's leadership skills were mostly just force of character; his threat to break anyone who opposed him when he assumed command of his army unit in World War I was hardly subtle. Freud's leadership skills never really emerged until his great mission fired him, after which he became slyly manipulative and devious. Hitler's leadership skills did not appear while in the army. Leaders communicate their visions however, it is likely that the narcissistic mindset may delay the development of leadership skills for many charismatic personalities (Oakes, 2010).

Vision can at times, be a source of conflict, but more often it is a source of connection. It is the dialogue about vision that helps a leader and his or her people connect with each other in a way that matters. A leader's vision works if people in the workplace know what the leader wants so they can support them. Vision is very different from goals and objectives. Prediction entails goals and objectives; of what the people are going to do or have done in the next week, or months or quarter. As a result, goals and objectives tend to be rather limited and, in some ways, are rather depressing. Research by Ron Lippitt indicates that during the course of goal-setting meetings, participants become more and more depressed. In part, this discouragement occurs because it reinforces the belief that the future will be no different from the past. As an antidote to the feeling, is to stop talking about objectives and begin to articulate a vision for the organization; a preferred future, a desirable and ideal state (Block, 2016).

Nevarez & Penrose (2013) quoted Masiki (2011) and McGaughey (2006) in stating that the goal of symbolic leadership is to properly communicate ideas in a manner in which the followers derives the message that the leader intended to send. This concept of alignment between the message intended and the message received is the crux of symbolic leadership style. Incorrect alignment can result in confusion or the communication of an alternative meaning not intended, which can diminish the legitimacy of the leader, his or her respective department and organization as a whole.

The remaining items: *the leader's most important trait is imagination and creativity* with the mean score of 1.58; and *the strongest managerial skills are flair for drama* with the mean score of 1.17 are described *very low*. This means that the leaders exhibit the leadership orientation in 0 to 2 occasions. This indicates that the heads of tertiary school in Region XI may have mastered two or more specializations and or discipline, however they have not linked one specialization with the other to create things which may inspire others.

To discuss the matter, Marc Tucker told Tom Friedman that one thing a person may know about creativity is that it typically occurs when people who have mastered two or more quite different fields

use the framework in one to think afresh about the other. He used Leonardo da Vinci a great lateral thinker as an example; describing him as great artist, scientist, and inventor; and how da Vinci linked each specialization to nourish the other (Birla, 2013, p.18). On the other side of the coin, creativity is when people use and combine their senses to create a picture which speaks a thousand words; and or to analyze big ideas and to synthesize them for others to relate it with their current setting.

But oddly enough, Greene (2012) stated that creativity is either ignored, relegated to the inexplicable realms of the mystical and occult, or ascribed to genius and genetics. Some even try to debunk this type of power in general, claiming that people who engaged their creativity are exaggerating their experiences, and that their so-called intuitive powers are nothing more than extended forms of normal thinking based on superior knowledge. Robert Greene claimed that humans have come to recognize only one form of thinking and intelligence -the rationality- which thinking process is sequential by nature. Most people prefer things that can be reduced to a formula and described in precise words. Which is why Albert Einstein thoughtfully reminds his followers and succinctly said that “the intuitive mind is a sacred gift and the rational mind is a faithful servant. People have created a society that honors the servant and has forgotten the gift.”

Bolman & Deal (2014) construed that effective symbolic leaders are passionate about making their organization that best of its kind and communicate that passion to others. They use dramatic, visible symbols to get people excited and to give them a sense of the organization’s mission. They are visible and energetic. They create slogan, tell stories, hold rallies, give awards, appear where they are least expected, and manage by wandering around. On the other hand, these leaders become ineffective as they project as fanatic fool. Greene (2018) described this flair to drama as deep narcissism when often goes unnoticed and becomes too extreme to ignore. When the leadership skill is out of balance one may project a consummate actor or actress addicted to attention and fame.

The overall computed mean of *symbolic frame* is 1.86 is described as *low*. This means that the leaders exhibit the leadership orientation in 3 to 4 occasions. This implies that the heads of tertiary schools in Region XI have not engaged much to symbolic communication, emotional intelligence, symbolic rituals, and powerful symbols.

Nevarez & Wood (2013) said that leaders with low symbolic leadership score have not learned to use policies, procedures, and personal titles as a symbolic communication tool to drive actions and behaviors among followers; have not been purposeful in expressing insights, perceptions and experiences. They have not enhanced the skills to be insightful and to develop meaning and interpretations of a variety of symbols for followers through demonstrating insightfulness, finesse, and intelligence. They have not developed the knowledge of rituals and have not enhanced the ability to use them as a communication tool to connect with people, to communicate ideas and values and to secure support. They failed to learn on how to communicate ideas in a manner in which the follower deeply connects with the message the leader has intended to send. They are seen as uninspiring, leaders with no charisma, and even not visionary.

Summary. Presented in Table 6 is the summary on the level of leadership orientation of heads of tertiary schools in Region XI with mean scores ranging from 1.86 to 3.05. The following items are: *symbolic frame* with a mean score of 1.86 or *low*; *political frame* with a mean score of 2.18 or *low*; *human resource frame* with a mean score of 3.05 or *high*; and *structural frame* with a mean score of 2.89 or *high*.

Two among the four items: *structural frame* with a mean score of 2.89 and the *human resource frame* with a mean score of 3.05 are described *high*. This means that the leaders exhibit the leadership orientation in 7 to 8 occasions. This implies that the leaders can view scripts and scenarios in the organization from the lenses of structural frame and or human resource frame.

Bolman and Deal (2014) maintain that the essence of reframing (Structural Frame to Human Resource Frame or vice versa) is examining the same situation from multiple vantage points. The effective leader tends to change lenses when things do not make sense or are not working. Looking through the lenses of appropriate leadership frame offers the promise of powerful options. It is important to note however that every new strategy is not a guarantee to be effective or successful. It is acceptable that each lens offers distinctive advantage, but each has its blind spots and shortcomings.

Structural leaders succeed not because of inspiration but because they have the right design for the times and are able to get their structural changes implemented. Gallos (2008 p. 39). Leaders with structural frame has natural inclination to be a valuable contributor in any team or organizational context. They can help diagnose structural gaps or overlaps and suggest ways to fix them (Bolman & Deal, 2014, p. 35). While human resource frame typically advocates openness, mutuality, listening, coaching, participation and empowerment (Gallos, 2008, p.41). The authors maintain that when routine is changed and people's confidence to do the right job is felt, the human resource leader will come to the rescue to listen, to coach and or to empower them. On the onset of new management and or assignment the structural leader redesigns existing roles to minimize difficulties and relationship among people.

The structural frame risks ignoring everything that falls outside the rational scope of tasks, procedures, policies, and organization charts. Structural thinking can overestimate the power of authority and underestimate the authority of power. Paradoxically, overreliance on structural assumptions and a narrow emphasis on rationality can lead to an irrational neglect of human, political, and cultural variables crucial to effective action. On the other hand, adherents of the human resource frame sometimes cling to a romanticized view of human nature in which everyone hungers for growth and collaboration. Human resource enthusiasts can be overly optimistic about integrating individual and organizational needs while neglecting structure and the stubborn realities of conflict and scarcity (Bolaman & Deal, 2014).

The last other two items: *political frame* with a mean score of 2.18 and *symbolic frame* with a mean score of 1.86 are described *low*. This means that the leaders exhibit leadership orientation in 3 to 4 occasions. This indicates that the heads of tertiary schools in Region XI may have developed political and symbolic leadership skills; however, they have not enhanced the skills in working within a wider system.

After 1990s, the world is different; it is becoming more regulated. Leaders need to develop and enhance political skills. Sir John Grant and Moises Naim stated that all leaders face bigger and more complex problems. Naim's *The End of Power* (2013) cites three M's on the big change: *more* of everyone and everything, which overwhelm the means of control; greater *mobility* of people and ideas; and a new *mentality* bringing different aspirations, expectations and values. The impact of which is felt by leaders in government, business and non-profit organizations that by trying to please all, even politicians can miss the need and govern. The challenge for today's leaders is the task on how to lead

in a world where government cannot govern, and a world facing complex global challenges. Muhtar Kent, CEO of The Coca-Cola Company used The Golden Triangle -government, business, and civil society- to illustrate on the need for business to do more to help society. Political leaders share a similar perspective, Former President Bill Clinton said that to think the country works better with business and government activity working together to promote growth and broadly shared prosperity.” David Cameron, the UK Prime Minister, explained that business is not just about making money, it is the powerful force for making social progress the world has even known that when explored it is to be addressed from within the Golden Triangle (Reffo & Wark, 2014).

Table 6

**Summary on the Level of Leadership Orientation
of Heads of Tertiary Schools in Region XI**

Item	Mean	Description
1. Structural Frame	2.89	High
2. Human Resource Frame	3.05	High
3. Political Frame	2.18	Low
4. Symbolic Frame	1.86	Low

Bolman & Deal (2003) asserts that symbolic leaders must be insightful, perceptive, and communicative to use symbols to motivate followers. Anything can be a symbol -building, clothing, gestures, metaphors, stories, documents, titles- used as representation of ideas to concepts and meanings that the leader wishes to convey (Nevarez & Wood, 2013, p. 12). Like a political leader who build coalition and allies, symbolic leaders use stories of life which have power and influence for people to come close together. Deal and Peterson (2016) maintain that building a cohesive unified school community means creating symbolic bonds and a culture that stretches out across boundaries and connects everyone -students, teachers, staff members, administration, parents and the community. They added that Tschannen-Moran (2004) suggests that time, tale-telling, and tradition build trust between schools and communities (p.216). This entails to the communication skills that political and symbolic leaders need to be very good at so as to persuade others on what to believe. According to Reffo & Wark (2014) Josef Nye identified the concept as soft power, the ability of the leaders to shape the preferences of others by attraction.

Level of Employee Engagement of Tertiary Schools in Region XI

Employee Engagement. Reflected in Table 7 is the *level of employee engagement of tertiary schools in Region XI*, with computed mean scores ranging from 3.91 to 4.19. The components are: *Job and Co-worker* with a computed mean of 4.19; *Company* with a computed mean of 3.94; *Manager* with a computed mean of 3.92; and *Department* with a computed mean of 3.91. All computed mean scores as evidence of their ratings are described *high* which means that employee engagement is felt by the respondent in 7 to 8 occasions. Altogether, engagement employees are reaching and connecting with co-workers, managers, department and the company; creating a place whose citizens are motivated to bring-out the best in them for the organization's vision, mission and goals.

Engaged employees works with colleagues to improve performance within the job for the benefit of the employer. They are aware of the business context and held a positive attitude towards the organization and its values. *The Institute of Employment Studies* asserts that in return, the organization works to develop and nurture environment which requires a two-way relationship between employee and employer. *Chartered Institute of Personnel and Development* maintains that engagement by all means is about creating opportunities for employees to connect with their colleagues, managers and the wider organization. It is about creating an environment where employees are motivated to want to

connect with their work and really care about doing a good job. It is a concept that places flexibility, change and continuous improvement at the heart of what it means to be an employee and an employer in a twenty-first-century workplace (Smythe, 2013).

Job. Reflected in Table 7 the five items under job: *feeling that the work is important to the success of the company* with a mean score of 4.38 or *high*; *the talents and abilities used being well in the current position* with a mean score of 4.21 or *high*; *having the training and skills needed to do an excellent job* with a mean score of 4.17 or *high*; *the amount of work expected to being reasonable* with a mean score of 4.10 or *high*; and *having the right tools and resources to do the job well* with a mean score of 4.09 or *high*. This would mean that employee engagement is felt by the respondents in 7 to 8 occasions. This would suggest that the employees are cognitively, emotionally, and physically engaged in their work activities.

In the cognitive aspect, the talents and abilities of the employees are used being well in the current position. Affectively, the employees feel that the work is important to the success of the company. Much more, in the psychomotor domain, the employees are having the training and

Table 7

Level of Employee Engagement of Tertiary Schools in Region XI

Item	Mean	Description
Job:		
1. Having the right tools and resources to do the job well	4.09	High
2. Having the training and skills needed to do an excellent job.	4.17	High
3. The amount of work expected to being reasonable.	4.10	High
4. The talents and abilities used being well in the current position.	4.21	High
5. Feeling that the work is important to the success of the company.	4.38	High
<i>Mean</i>	4.19	High
Co-workers		
6. The people helping each other when needed.	4.18	High
7. The people treating each one with respect.	4.18	High
8. The co-workers openly talk about what needs to be done.	4.22	High
9. Enjoy working with the people in work group.	4.24	High
<i>Mean</i>	4.19	High
Manager		
10. Having a clear understanding what the manager expects.	4.11	High
11. The manager having a friendly working relationship with all team members.	4.01	High
12. The manager giving everyone regular feedback on how they are doing.	3.76	High
13. The manager regularly recognizing everyone for	3.79	High

doing a good job.		
Mean	3.92	High
Department		
14. Always delivering products and services of superior quality.	3.98	High
15. Having the authority needed to do best work.	4.07	High
16. People in the department doing what they said they would do.	3.83	High
17. People from other departments willingly cooperate with the department.	3.75	High
Mean	3.91	High
Company		High
18. The company caring about the employees and treating them fairly.	3.80	
19. The company providing attractive opportunities for growth and improvement.	3.86	High
20. Having the pride of saying one is working in the company.	4.17	High
Mean	3.94	High
Overall Mean	4.03	High

skills needed to do an excellent job. This notion is strengthened with the theoretical framework of Kahn and the three psychological conditions which was expanded by May et al. and Rich et al. “*May et al. emphasized the importance of people using their physical, emotional, and cognitive resources which sustain role-related tasks, when they engage themselves in work; while, Rich et al. pointed to the fact that engagement is a multidimensional motivational concept which reflects the simultaneous investment of an individual’s physical, cognitive and emotional energy in active work performance*” (Hester & Nico, 2016. p. 5). Thus, the authors imply that engagement is a state where individuals express themselves with others at group levels through their work role.

Engaged employees experience lower level of burnout. They always feel that the amount of work expected is reasonable. In Burnout-antithesis approaches, engagement is characterized by energy, involvement and efficacy which are the direct opposites of the three burnout dimensions -exhaustion, cynicism and inefficacy (Peeters, 2013, p.296). Eventually, when employees are engaged, they are thought to possess a sense of energetic and effective connection with their work activities -energy and involvement- and see themselves as able to deal with the demands of their work -the professional efficacy. It hints that higher levels of engagement inevitably represent lower levels of burnout.

Similarly, the interaction hypothesis explains that the combination of high demands and high resources produces the highest levels of motivation, and then ultimately of engagement. It suggests that under stressful condition (high job demands) individuals are more likely to use the job and personal resources (autonomy, performance feedback, social support, supervisory coaching; optimism, self-efficacy, resilience, self-esteem) as coping mechanism or stress-reducing action in order to achieve their organizational goals (Hester & Nico, 2016).

Co-worker. Reflected in Table 7 the four items under co-worker: *enjoy working with the people in work group* with a mean score of 4.24 or *high: the co-workers openly talk about what needs to be done* with a mean score of 4.22 or *high: the people helping each other when needed and the people treating each one with respect* with a mean score of 4.18 or *high*. This would mean that employee engagement is felt by the respondents in 7 to 8 occasions. This would indicate that the employees value teamwork and project enhanced goodwill and benevolence.

Freedom tags along responsibility. Responsible employees muster up strength in the workplace which build trust and accountability. When co-workers trust, they openly talk about what needs to be done, they would help each other when needed, and enjoy working with the people in the work group. This notion is supported by Phillips and Peragine. “Freedom and strength of an engaged staff builds trust and accountability, breeds innovation, and creates an inspiring workplace in which everyone is capable of performing their best work (Phillips, 2016, p.22). “Trust, communication, and problem solving are few major factors that teammates experience with each other for a successful team; while the team leader to push for such behavior (Peragine, 2016, p.33). This would imply that freedom to apply strategies at work awakens the sense of being responsible which enhanced creativity, goodwill and benevolence.

Company. Reflected in Table 7 the three items under company: *having the pride of saying one is working in the company* with a mean score of 4.17 or *high; the company providing attractive opportunities for growth and improvement* with a mean score of 3.86 or *high; and the company caring about the employees and treating them fairly* with a mean score 3.80 or *high*. This would mean that the employee engagement is felt by the respondents in 7 to 8 occasions. This would indicate that the employees value the experiences they have had with their respective company/organization.

Having the pride of saying one is working in the company forces the organization to keep thinking and dreaming big. Which is why “Organization that deliver amazing employee experiences transcend this basic concept of a mission statement by connecting what the organization does to the people who are actually affected; in addition, Robert H. Frank, a professor of Cornell University succinctly said, *One of the most important dimensions of job satisfaction is how you feel about your employer’s mission*” (Morgan, 2017, p.51). Interestingly, this view is shared by the *Corporate Leadership Council*, “Emotional commitment is when employees derive pride, enjoyment, inspiration or meaning from something or someone in the organization” (Rosethorn, 2009, p.37). Thus, employee engagement in an organization/company involves cognitive, affective and behavioral or physical dimensions.

The *Corporate Leadership Council* maintains that rational commitment is when employees feel that someone or something within their organizations provides financial, developmental, or professional reward that are in their best interests. As a case in point, “many larger organizations do have their advantages such as career growth opportunities, the ability to work in many countries around the world, great benefit packages, compensation for continued education, and brand name recognition” (Morgan, 2014, p.143). Further, employees are cognitively engaged when they believe their manager is committed to the company; when they can express their ideas freely, and when the management listens. Moreover, they understand how their day-to-day job contributes to business strategy and business success which made them become more engaged.

On the other hand, emotional or affective dimension is when the employees feel their company is concerned about their health and well-being. Equally important, when they feel that they are enabled

to perform well, and they feel they are well informed about what is happening in their organization. Much more, when they derive pride, enjoyment, inspiration or meaning from something or someone in the organization. Lastly, the behavioral or physical dimension is when the employees are involved in decision-making, and when they can influence their job (Rosethorn, 2009).

Manager. Reflected in Table 7 the four items under manager: *having a clear understanding what the manager expects* with a mean score of 4.11 or *high*; *the manager having a friendly working relationship with all team members* with a mean score of 4.01 or *high*; *the manager regularly recognizing everyone for doing a good job* with a mean score of 3.79 or *high*; and *the manager giving everyone regular feedback on how they are doing* with a mean score of 3.76 or *high*. This would mean that the employee engagement is felt by the respondents in 7 to 8 occasions. This would mean further that the employees experience job engagement as well as organizational engagement; much more value the social intelligence skills.

Employees who had experienced job engagement are having a clear understanding what the manager expects. Employees will be engaged the more when the manager is giving everyone regular feedback in line with the organization's mission on how they are doing. This thought was elaborated by Sak, "who was the first researcher to actually distinguish between two types of employee engagement, namely: job engagement -performing the work role- and organizational engagement - performing the role as member of the organization" (Hester & Nico, 2016, p.7). The authors are suggesting that employee engagement can have multiple foci, similar to organizational commitment.

On the other hand, new model E theory enterprises the leader's role which is to provide guidance rather than to be a god with all the answer; providing strong leadership on direction and well-governed but widely distributed leadership (Smythe, 2013, p.18). The leader's role in E theory gives a vivid picture of the manager regularly recognizing everyone for doing a good job and the manager having a friendly working relationship with all team members which also visualize a workplace where employees experience social intelligence skills.

Department. Reflected in Table 7 the four items under department: *having the authority needed to do best works* with a mean score of 4.07 or *high*; *always delivering products and services of superior quality* with a mean score of 3.98 or *high*; *people in the department doing what they said they would do* with a mean score of 3.83 or *high*; and *people from other departments willingly cooperate with the department* with a mean score of 3.75 or *high*. This would mean that the employee engagement is felt by the respondents in 7 to 8 occasions. This experience is obviously influenced the teamwork, goodwill and benevolence of the co-workers in the department.

Having the authority needed to do best works would imply that employees experience a flexible work environment, career path opportunities, the chance to do meaningful work, and several other things aside from just getting a paycheck More and more alternatives are emerging that allow smart people to grow and build a business and the incentive to do so is actually quite high (Morgan, 2014, pp.141-142). The point is that the employees in the department is not only working for money. In 1971, Edward Deci of Rochester University, USA, found that the highest performing groups in tests were those with no financial incentives offered by management (Smythe, 2013, p. 24). Further, Smythe maintains that engaged employees deliver numerous benefits that enable companies to thrive. These benefits act upon themselves and each other, ultimately helping the entire organization to operate at a higher level. Five specific benefits engaged employees deliver to companies are as

follows: increased profits, better work environment, higher customer satisfaction, better products and services, higher retention.

This implies further that through teamwork the department always delivers products of superior quality; this is when people in the department do what they said they would do and when people from the other departments willing cooperate with the department. The freedom and strength of an engaged employees build trust; and accountability breeds innovation and creates inspiring workplace in which everyone is capable of performing their best work (Phillips, 2016, p. 22). Being intrinsically motivated, Smythe (2013) added that the employees in the department are creative and productive at work, pursuing interest outside the work place that they care deeply about. The condition is stimulated by being given space and trust to self-organize and in groups, to self-discipline and self-reward.

The overall computed mean is 4.03 or *high*. This would indicate that employee engagement is felt by the respondents in 7 to 8 occasions. This indicate further that being engaged cognitively, affectively, and physically, the employees find meaning of being there with their job, co-workers, managers, departments, and company as a whole. The workplace is felt as safe haven; and a place having the right tools and resources to do the job well.

Likewise, in Kahn's grounded theory of engagement which based on psychological conditions - meaningfulness, safety, and availability- by which Shuck et al. also posit that with the fulfilment of the three conditions lies the determination of engagement (Hester & Nico, 2016, p.9). The authors maintain that failure to exhibit one of the psychological conditions would mean that a person is disengaged.

Furthermore, Rothmann and Welsh study a sample of 309 employees in an organization in Namibia which conclusion reported that the effect size of psychological meaningfulness ($F = 24.69, p \leq 0.01$) was almost double the size of psychological availability ($F = 5.24, p \leq 0.01$). It implies that the employees who perceive that they fit with their work roles and have viewed their workplace as conducive to having the authority needed to do the best works, tend to invest greater personal effort in their jobs. Interestingly, having the right tools to do the job well while working with co-workers with enhanced goodwill and benevolence were found to indirectly relate to engagement through availability (Hester & Nico, 2016).

Status of Organizational Health of Tertiary Schools in Region XI

Status of Organizational Health. Presented in Table 8 are the two kinds of organization illnesses: *psychotic illness* and the *neurotic illness*. It is also reflected in the table, the items under *psychotic illness* with the mean scores ranging from 16.20 to 17.18 and the items under *neurotic illness* with the mean scores ranging from 13.98 to 17.14.

Psychotic illness. Reflected in Table 8, items under *psychotic illness: manic-depressive* with a mean score of 17.18 or *normal*; *mania* with a mean score of 16.99 or *normal*; *paranoia* with a mean score of 16.91 or *normal*; and *schizophrenia* with a mean score of 16.20 or *normal*. This means that the organization may possess some symptoms of organizational illness, but it is still healthy and just normal. This means further that the organization may sometimes experience a roller coaster of up and

down moods, overly expansive moods and grandiosity, lack of trust, and no clear lines of authority or responsibility.

In the existential theories as published by Ariete in 1959, manic-depressive alternates between love and hate (Beck & Alford, 2009, p.279). Udal (2014) explained that when organization works with creative tensions; they create like post-conventional containers and space for their people to ride the highs and lows of a creative process. They believe that when creativity becomes a collective phenomenon, magic happens. Further, these organizations believe the evocative leaders. For them, these leaders have two-key abilities (the voltage and the capacity); that the greater a leader’s voltage, the greater the highs (the known) and the deeper the lows (the unknown) they can ride. However, Beck and Alford (2009) said that loss and repetition of disappointments may occur and are the factors in the origin of melancholia that Freud compared it to normal grief. Further, the authors said, that Cohen et al. asserted that the hostile feelings of manic depressive are the result of the annoyance they arouse in others by their demanding behavior.

When the company forgets important details, symptoms like overly expansive moods and grandiosity are felt; as Cohen & Cohen (1991) described as posted by The Institute of Leader Arts (2013). As the organization centers on nonmaterial issues, such as the right theories, strategies, policies, and procedures that the organization should adopt, Salacuse (2005) explained that having learned a body of knowledge through painstaking effort, professionals fight ferociously to defend ideas that they consider basic truths and to destroy concepts they consider heresies.

Symptom of paranoia is observed when lack of trust is felt. Sometimes, this happens when a company refused to allow communication. Moltz (2003) shared that in some cases, people in the organization want the newly hired or business partner to sign a confidentiality agreement before they will share their business plan with them. They are afraid that someone will take their idea and use it. The lack of trust symptom is expounded in Knowledge-Based Theory; Liebeskind (1996) explained that firms that can protect their explicit knowledge will perform better than those that can’t protect it; organizations protect their knowledge by designing jobs where individuals can’t see the whole picture of a process, using employment contracts and confidentiality agreements to slow the spread of company secrets, and imposing costs on

Table 8

Status of Organizational Health of Tertiary Schools in Region XI

Indicators	Mean	Description
Psychotic Illness		
Mania	16.99	Normal
	17.18	Normal

Manic-Depressive		
Schizophrenia	16.20	Normal
Paranoia	16.91	Normal
Mean	16.82	Normal
Neurotic Illness		
Neurotic Behavior	17.14	Normal
Depression	13.98	Normal
Intoxication	17.05	Normal
Obsessive Compulsive	17.06	Normal
Post Trauma	17.10	Normal
Mean	16.47	Normal

employees for leaving the company, such a through deferred compensation (Miles, 2012, pp.154-155). On the other hand, Schumpeter (1942) asserts that Absorptive Capacity Theory assumes that organizations require a knowledge base to be able to absorb and use new knowledge. If then, they said to be locked-out for subsequent knowledge and technological developments, a situation that can result in the creative destruction of an organization (p.17).

Change in the context of education system possibly mean change of curriculum, priorities, and maybe qualification criteria of the faculty. For the tertiary schools incorporating new field study courses for example could mean total change of the set of courses, training of teachers to new teaching

approaches, teaching models, and maybe classroom management. The preparation may be enough for some schools but not true to all. Lawler & Lawler (2010) explained that the inability and unwillingness are seen and felt in the transition for the reasons that most senior in the management are not familiar with it. They got their business education and started management careers when this knowledge was not available; so, any awareness they have of it is a result of either recent experiences or exposure to postgraduate management education. Given this reality, it is not surprising that most managers who have reached senior-level position are not inclined to lead a transformational change. The mere mention of this kind of change is quite threatening and often leads to strongly resist change. From this outset, The Institute of Leader Arts (2013) maintains Cohen & Cohen (1991) to describe the organization that felt the symptoms to no clear lines of authority or responsibility; disorganized and temporarily relies on luck.

Neurotic illness. Item under neurotic illness: *neurotic behavior* with a mean score of 17.14 or normal; *post trauma* with a mean score of 17.10 or normal; *obsessive compulsive* with a mean score of 17.06 or normal; *intoxication* with a mean score of 17.05 or normal; and *depression* with a mean score of 13.98 or normal. This means that the organization may possess some symptoms of organizational illness, but it is still healthy and just normal. This means further that the organization may experience the symptoms of self-doubt, paralysis, fear, and anxiety when the inability to act is observed due to fear. They may also feel the symptoms of being shock, erratic in behavior based on past events like lay-offs which is experienced in the past and not in the anticipated sales. Further, the symptoms to feel that work never good enough due to the demand of perfection in search for total quality. They may feel the symptoms like rationalization, addicted to self-doubt as to escape facts through rationalization. Moreover, the feeling of apathy, lack of energy and initiative when the organization face layoff due to sales decline.

Self-doubt, paralysis, fear, and anxiety are symptoms of neurotic behavior felt when the inability to act is observed in the organization due to fear. The myriad of settings as Cropley, Cropley & Kaufman (2010) cited James, Clark, and Cropanzano (1999) on negative creativity which can manifest itself that large. In a day to day work with people in the organization, a person can find creative ways to get others to do the hard work in the department. Though others may find this cunning and or annoying, creativity here is applied to manipulate other people like to profit at other's expense without regard to possible negative consequence for the people concerned. It was observed that intentional negative creativity may be seen not only in some crime, but also in business, in war, or in an organization. More likely, negative creativity may be widely applauded as positive by the victors, even though it is devastatingly negative to observe the neurotic behavior for the other.

With post trauma illness, symptoms like shock and erratic behavior based on past event are felt. The cause of behaviors and outcomes relevant to their lives could be understand through attribution theory as cited by Golman (2006) from the perspective of Heider (1958). William & Burden (1997) explained that attribution theory is directly related to an individual's past experiences; if one had a less fortunate experience, it is likely that he or she is more failure-oriented than someone who has had a successful experience (Löber, 2012, pp. 34-35). Bolman & Deal (2014), illustrated an example of different scenarios of a leader's response when feel threatened or attacked. They explain that leader's reaction if not be framed in more than one way offers a different image of the problems and possibilities like long-term tension, as the people in the organization see their leader as autocratic and dangerous.

Lai (2008) construed that Total Quality Management is a major initiative which will affect the entire organization. He disclosed that the most common reason for the failure of any TQM initiative is commitment. He further said that TQM is an intellectual characteristic which cannot be force on a person. Management must genuinely believe in the benefits of TQM to be committed to it. Sometimes CEOs get attracted to TQM for wrong reasons. Some companies treat TQM as a quick-fix solution to all their problems. Such companies are bound to be disappointed and give up and blame their failures on the ineffectiveness of TQM. Moreover, organizations are run in an authoritarian manner, and TQM requires collective management. Managers at various levels are reluctant to share power and authority by involving subordinates in decision-making and delegating authority to the persons actually creating value. Cohen & Cohen (1991) maintain that to demand person is the search of total quality may show symptoms of obsessive compulsive; such feeling of never good enough as posted by The Institute of Leader Arts (2013).

In Mannheim's work, rationalization involves behavior that is in accord with some rational structure or framework. Rational actors follow definite prescriptions 'entailing no personal decision whatsoever (Ritzer, 2001, p. 208). In the context of educational system, professional educators could be profoundly affected by the spread of formal rationality and that this is contributing to some degree of deprofessionalization. At one level it is simply that formally rational structures (capitalism and bureaucratic) are exercising increasing control over professional educators that more external control generally means less power and that a decline in power is a major aspect of deprofessionalization.

Cohen & Cohen (1991) described symptoms for depression like apathy and lack of energy being felt when a firm for example is facing layoffs due to sales decline (The Institute of Leader Arts, 2013). Too much conflict can cause a decline in productivity and even lead to organizational paralysis. While leaders in traditional organizations often seek to curtail conflict among members by threats, orders, and even firings, these techniques are usually of little use in high-talent organizations and probably not worth much in traditional organizations (Salacuse, 2005, p.112). Depression is explained in the theory of self-determination which has connection to extrinsic motivation. In the context of management and organization, Vansteenkiste et al., (2004) asserted that focusing on extrinsic aspiration could lead to depression and anxiety (Miles, 2012, p.28). Deci & Ryan, (2008) as quoted by Miles (2012) said that people are said to be intrinsically motivated when they experience positive feelings just from doing a task itself. Conversely, extrinsic, or external motivation refers to performing an action because it will result in some outcome that is separate from the activity itself, such as getting a reward or avoiding a punishment.

Significance on the Relationship of Organizational Health with Leadership Orientation and Employee Engagement

The main focus of this research is to determine whether leadership orientation and employee engagement are significantly related to organizational health. Results of the statistical test of the significance on the relationship between the variables under study are shown in Table 9.

Table 9

Significance on the Relationship of Organizational Health with Leadership Orientation and Employee Engagement

Independent Variable	Dependent Variable	r-value	Probability Value	Decision on Ho
Leadership Orientation	Employee Engagement	.039	.841 NS	Accept
Leadership Orientation	Organizational Health	.019	.921 NS	Accept
Employee Engagement	Organizational Health	.808	.000 S	Reject

Between leadership orientation and employee engagement, the obtained correlation coefficient r is .039. It is non-significant with .841 probability value which is higher than 0.05 level of significance. Thus, the null hypothesis is accepted. This indicates that a significant relation never existed between leadership orientation and employee engagement.

This further means that whatever the leadership orientation of the heads – be it *structural frame*, *human resource frame*, *political frame* and or *symbolic frame* the employee engagement is not affected. Hence leadership orientation is not directly related to employee engagement. Thus, leadership orientation is not the key variables for driving employee engagement.

On the other hand, it is also reflected in the table that the obtained correlation coefficient r of .019 between leadership orientation and organizational health is also found non-significant at .921 probability level which is higher than 0.05 level of significance. The null hypothesis which states that there is no significant relation between leadership orientation and organizational health is hereby accepted.

Hence, the insignificant relationship that exists between leadership orientation and organizational health implies that whatever orientation or frame a leader may have projected it has nothing to do to the organizational health. Thus, leadership orientation is not a key factor in creating organizational vitality or wellness.

Between employee engagement and organizational health, the obtained correlation coefficient r is .808 which is significant with .000 probability level which is very much lower under 0.05 level of significance. Thus, the null hypothesis is rejected. This indicates that a significant relationship exists between employee engagement and organizational health of tertiary schools in Region XI. This further indicates that the more the employees are engaged the more is the wellness of the organization.

This finding support similar research concluding that engagement is relevant to overall performance. Employee engagement therefore becomes a critical component to be measured in terms of the overall health of the organization (Maylett & Reboldi, 2008).

The results and findings in this study do not conform to the theories: leadership orientation promotes wellness to the organizational health. However, the second theory is that of Maylett and Reboldi (2008) which points out that employee engagement becomes a critical component to be measured in terms of the overall health of an organization; the theory of Kahn who described engagement as a multi-dimensional construct -that employees are emotionally, cognitively or physically engaged in their work activities. Therefore, the more engaged they are in each dimension, the higher their overall personal engagement in work activities (Hester & Nico, 2016, p.8); and the theory of Blanchard (2007) that leadership orientation is a key variable for driving employee and customer devotion; and that employee engagement and customer devotion are key factors in creating organizational vitality and or organizational health.

Chapter 4

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This final chapter gives a concise picture of the findings of the study through the summary, conclusions and recommendations.

The main purpose of this study was to determine the significance of relation among leadership orientation, employee engagement and organizational health of tertiary schools in Region XI.

1. What is the leadership orientation of heads of the tertiary schools in Region XI in terms of:
 - 1.1. Structural Frame
 - 1.2. Human Resource Frame
 - 1.3. Political Frame
 - 1.4. Symbolic Frame

2. What is the level of the employee engagement of the tertiary schools in Region XI in terms of:
 - 2.1. Job
 - 2.2. Coworker
 - 2.3. Manager
 - 2.4. Department
 - 2.5. Company

3. What is the status of organizational health of the tertiary schools in Region XI in terms of :
 - 3.1. Psychotic Illnesses
 - 3.2. Neurotic Illnesses

4. Is there a significant relationship between:
 - 4.1. leadership orientation and employee engagement
 - 4.2. leadership orientation and organizational health
 - 4.3. employee engagement and organizational health

Summary of Findings

The following are the findings of the study:

1. The level of leadership orientation of the tertiary schools in Region XI are as follows: *structural frame* with a mean score of 2.89 or high; *human resource frame* with a mean score of 3.05 or high; *political frame* with a mean score of 2.18 or low; *symbolic frame* with a mean score of 1.86 or low.

2. The level of *employee engagement* are as follows: job with a mean score is 4.19 or high; *coworkers* with a mean score of 4.19 or high; manager with a mean score of 3.92 or high; *department* with a mean score of 3.91 or high; and *company* with a mean score of 3.94 or high.

3. The status of organizational health of tertiary schools in Region XI in terms of: *psychotic illness* is 16.82 or normal; and in terms of neurotic illness is 16.47 or normal.

4. The *r* value between leadership orientation and employee engagement is non-significant at .841 probability level which is higher than 0.05 level of significance supporting the acceptance of the null hypothesis of no significant relationship between leadership orientation and employee engagement. Leadership orientation and organizational health is non-significant at .921 probability level which is higher than 0.05 level of significance supporting the acceptance of the null hypothesis of no significant relationship between leadership orientation and organizational health. Employee engagement and organizational health is significant at .000 probability level which is lower than 0.05 level of significance supported the rejection of the null hypothesis of no significant relationship between employee engagement and organizational health: with the *r* value of .808.

Conclusion

Based on the findings of the summary, the following conclusions are:

1. The level of leadership orientation of heads is high for structural frame, high for human frame, low for political frame and low for symbolic frame.

2. The level of employee engagement of tertiary schools is high. The teachers have the ability to get greater output from effort.

3. The status of organizational health of tertiary schools in Region XI is normal. It has the ability to function effectively, to cope adequately, to change appropriately, and to grow from within.

4. The leadership orientation of heads and employee engagement has no significant relation. The leadership orientation of heads and organizational health has no significant relation. The employee engagement of tertiary schools and organizational health of tertiary schools in Region XI are significantly related. The employee engagement promotes wellness to the school organization.

Recommendations

On the basis of these conclusions, the following recommendations are drawn:

1. There may be reframing on leadership orientation of the CHED officials; this can be manifested through seminars and workshops on the four frames that they may refresh or increase their leadership orientations so as to become more resilient on their approached onto different situations in the government organization.

That as an organization they may know how engaged are their employees so as to enhance the vitality and wellness of their organizations. These all will be materialized by conducting surveys on employee engagement and as well with the organizational health.

2. There may be reframing on the leadership orientation of heads. This can be realized through exposing the heads to prolific seminars and training as to raise the level of their leadership orientation, to become more flexible, to make sense to complex problem and condition, and on their approach on how to embrace change.

3. There may also be a need to raise the employee engagement to maximum level. This can be done by increasing their motivation, effectiveness and satisfaction through regular and effective feedback and provide managers and human resource professionals employee engagement survey that include measures and practical skills to help leaders.

4. There may also be a need to raise the awareness of the stakeholders as part of the organization. This may be done through stakeholders' conference, meeting, assembly and the like.

5. There may also be a need to raise the awareness of the students as clients in the organization. This may be realized through students' seminar workshops, and training and or internship for leadership.

6. There may be a need to maintain the normal status of the organizations' health. This can be done by submitting the organization to regular organizational health analyzer, regular evaluation of leaders and employees for feedback.

7. Another study may be undertaken to identify some areas that also enhance the leadership orientation, employee engagement and organizational health.

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Appendix A
Questionnaire

Appendix B
Letter of Permission

Appendix C

Letter to the School Heads

Appendix D

Letter to Validators

Curriculum Vitae

Personal Data

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Elpidia T. Simene
Children :Leslie, Jessel Joyce, Rizza Jessamine, Soraya Grace, J

Educational Attainment

Elementary :Don Carlos Central Elementary School
:1973-1979
Secondary :Ateneo de Davao University
1979-1983
Tertiary :Bukidnon State University Malaybalay
Bachelor in Elementary Education
1983-1985, 1990-1993

Graduate : St. Mary's College, Tagum City
Master of Arts in Education -Specialization in English

Post Graduate : University of Mindanao, Davao City
Doctor of Education-
Major in Educational Management

Eligibilities

Professional Board Examination for Teachers (PBET)
Rating 72.72%, Davao City, November

Work Experiences

Faculty : St. Mary's College Tagum City
1995-2003

Professor : University of Mindanao Tagum College
2003 to present

Promoting Authentic Learning through 3D Model Design and Development

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Abstract: This paper reports how Teacher Education undergraduates responded to the experience of designing 3D models and examines common themes observed in students' thinking processes. Students first explored the potential of the use of 3D modeling/printing to enrich learning and teaching, identified a problematic situation that hindered effective learning, and worked with partners to design a 3D artifact prototype to address the issue as a proof of concept. They justified the need of the design via group self-reflections and documented their design processes. The paper confirms that 3D modeling as an instructional instrument can have a positive impact on student problem solving, reasoning, and interdisciplinary collaboration, and creative thinking. It also discusses the advantages and challenges of embedding 3D modeling in a Teacher Education undergraduate program and recommends practical instructional design strategies.

Keywords: 3D Modeling, Teacher Education, Inclusive Education, Cognition, Learn by Doing, Authentic Learning

Introduction

The affordance of 3D printing and its potential use for prototyping and manufacturing across industries has prompted educators to consider 3D modeling as practical technological skills for themselves and their students. 3D modeling offers an opportunity for K12 educators to explore innovative ways of learning diverse subjects and engage students through enriched curriculum. Such development is also due to continued recognition that embodied cognitive experiences and multimodal representation of knowledge and skills enhance learning (Glenberg, 1997; Barsalou, 2008). Free and user-friendly 3D Modeling tools are readily available (e.g., TinkerCAD, Sketchup) and they nurture a thriving 3D learning community, where tutorials, showcases, online discussions, or lesson plans provide the community members with plenty of resources to start their own exploration and research. To foster 21st century skills and knowledge in learners so that they are prepared to participate in our global, knowledge-based civilization, pre-service teachers majoring in Teacher Education need to feel confident in using technologies in their future classrooms. Authentic learning via 3D modeling can help promote educators' self-efficacy in adopting technologies in their classrooms to solve real life problems. Some schools reported that early work with 3D modeling was often a trial and error process and limited to simple 3D shapes. More effective curriculum was developed over a period of time. They saw a need for teacher training and sufficient professional development time for effective teaching of 3D modeling (DFE, 2013).

Literature Review

3D Modeling in Schools

Learning and retention is enhanced through active experience. By holding and manipulating a 3D object, students can gain insight into spatial and physical concepts that may not be clear or are difficult to either visualize or understand abstractly. Griffin-Raphael, Head of the Windsor Boys School observed, 'Older pupils who were familiar with the design cycle (plan, design, make and evaluate) were able to exploit the use of the 3D printer to shorten the "make" phase as the printer was quicker at producing items. This meant it was possible to spend more time on "design" and "evaluate" to produce a better-quality product. That involved aspects of the physics curriculum, such as chair stability, forces weighing down during chair occupancy and equilibrium within chair production. Students also applied mathematics, such as trigonometry involved in calculating back angles, plotting coordinates in the software so designs would maintain balance once printed by the 3D printer, and performing a costing exercise to evaluate value for money.' (DFE, 2013) While virtual simulations are becoming more and more prevalent, physical models are effective because they can be held and examine. 3D printers allow teachers and students to produce and share models across many disciplines.

Anchored instructions

Anchored instruction falls under the social constructivism paradigm. It involves the use of a piece of media (e.g., a video) to create a shared experience among learners (Bransford, et al., 1990). It often serves as a starting point for further learning. Social learning theorist Bandura states that people learn through observing other's behavior, attitude, and outcomes of those behaviors (Bandura, 1977). The observed behaviors can later serve as a guide for action. Social learning theorists try to understand how people learn effectively via continuous reciprocal interaction involving attention, memory, and motivation. Factors that affect the amount of attention include one's sensory capacities, arousal level, an object or event's distinctiveness, affective valence, prevalence, complexity, functional value, to name a few

(Bandura, et al, 1973, 1963). Vygostky's social learning development theory asserts social interaction plays a fundamental role in the process of cognitive development. A student learns when engages in shared experiences with a more knowledgeable other who has a better understanding or a higher ability level (Vygotsky, 1980, 1978 & Crawford, 1996). Vygostky's situated learning also emphasizes the importance of social learning. He argues that learning should be situated within authentic activity, context, and culture. Thus, knowledge needs to be presented in authentic contexts that would normally involve that knowledge (Lave, 1988; Lave & Wenger, 1990).

Learning in a real-life like environment allows students to behave and observe with peers and domain experts, the process of which results in knowledge co-construction. However, it is usually not practical or possible to situate students in a real life setting to deal with problems due to the constraints of costs, space, or risks in a traditional classroom. More research is needed to harness the advances of technologies in order to provide our students with a meaningful learning context similar to a real-life scenario.

Research Methods

Participants and procedures:

Forty-six Teacher Education undergraduates from two sessions participated in the study. They formed working groups of 3-6 members based upon an interest of their own choice. These students major or minor in different disciplines including Childhood Education, Childhood Education with middle school extension in Spanish or History, Health Education, Math Education, Biology Education and Physical Education. They were encouraged to seek partners from a different subject area to encourage interdisciplinary collaboration. TinkerCAD was used by students to create digital 3D artifacts in the study.

Two weekly sessions were devoted to 3D Modeling in the fourteen-week semester. Students had one month to work in groups after learning the 3D Modeling software TinkerCAD in the first session. The second session was one month later, during which they present their project and review their peers' work. In this project students were asked to explore the potential for the use of 3D printers to enrich teaching and develop a 3D artifact as a prototype via TinkerCAD. They were reminded that, for instance, their artifact could help students learn math/physics, encourage them to appreciate art, or allow them to express themselves via visuals. Students could use TinkerCAD to design a 3D artifact from scratch, or use existing 3D models from the online TinkerCAD gallery and customize it to meet their own design needs. The final product was supposed to be a digital 3D model and a group blog the group's ePortfolio. The blog posts include a link to the artifact designed, a description of the purpose of the design, the software tools and, procedures used to create the design. Some guiding prompts are: why do your group want to make the artifact? what people can do with the object?

Assessment Instruments

Students were assessed via group self-reflection blogs and online peer review (Table 1) of the 3D artifacts after each group presentation. We focus on the thinking processes based upon group self-reflections in this paper.

Criteria	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Usability (aligned with the NETS.T Standards 1a; 1b and the InTASC Standards 1;5;10)	The designed object cannot achieve the intended purpose (e.g., a car with no wheels).	The designed object can partially achieve the intended purpose, but further improvement is needed (e.g., a ruler with uneven marks, or a tube that leaks).	The designed object can achieve an intended purpose (e.g., help people accomplish a task, improve student learning, or solve a problem).	The designed object can achieve and go beyond the intended purpose (e.g., help people accomplish a task, improve student learning, or solve several related problems)
Design (aligned with the NETS.T standard – 1a, 3a and the InTASC Standards 1;5)	Only one design tool is used. No iteration in the design process.	Two or more design tools are used to explore the best design. No iteration in the design process.	Two or more design tools are used to explore the best design. The procedure includes an iterative process aiming for improvement.	Two or more design tools are used to explore the best design. The procedure includes an iterative process aiming for improvement. The design is innovative built upon best practices in industry.

Table 1: Assessment Criteria

Results and Discussion

Selected cases are studied below. Each case consists of screen shots of artifacts, justifications regarding why their artifact(s) can help promote student learning, and illustrations of the iterative designing processes.

One group designed a human tongue (Figure 1). The group argued that “... we noticed that some of the lessons covered in early childhood classes on human anatomy are usually very broad. for example, preschoolers are learning about their 5 senses but not specifically functions of the tongue. This 3D model can teach children in early childhood classes about the simple anatomy of the human tongue while introducing different kind of taste. There were many purposes behind making our 3D tongue model. As most of us know, we don’t always get the opportunity to actually see certain things we learn about in person. It’s usually through the pages of a textbook or some form without real dimension. It is obvious we want to cater to the needs of all types of learners such as tactile and visual learners. With this model children can observe what the tongue looks like and feels like without having to stick their hands in their mouths. They are able to remove the pieces and put them back together, allowing children to use their hands helping with their fine motor skills, making it more fun and engaging. Teachers can improve the spatial thinking in their students. This model will

help students understand the locations of the tongue that allow you to taste different flavors. Students can better understand the shapes the tongue has. This model will help students with their creative thinking because they will start to think are all tongues the same, then begin thinking outside the box. This model will also cover the holistic thinking in students, helping them understand that there are various components that contribute to creating a bigger system.”

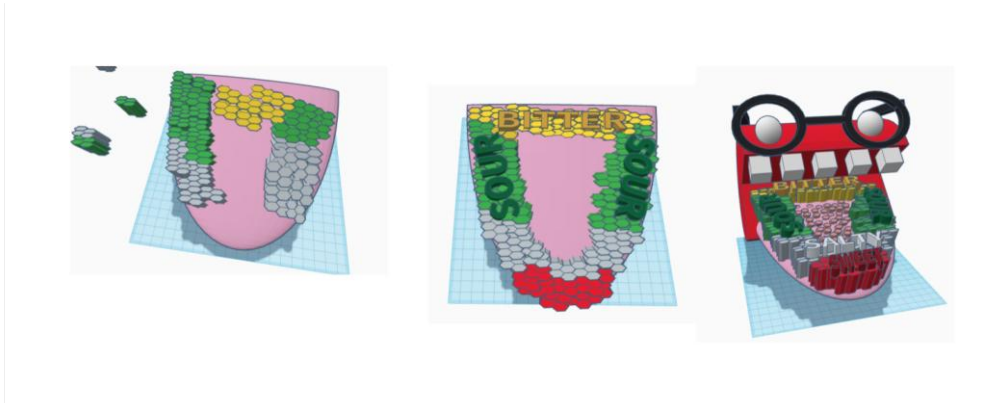


Figure 1: 3D Artifact name: Human tongue

One group designed a 3D human heart and a 3D fish heart (Figure 2). To justify the need for such an artifact, they stated “that mammals, bird, reptile and amphibian all seems to have similar looking heart, but a fish heart is completely different. By creating these artifacts, you can see the difference between a fish heart and a human heart for learning purposes.” The used screen captures to illustrate how their 3D models evolved during each phase of the design.

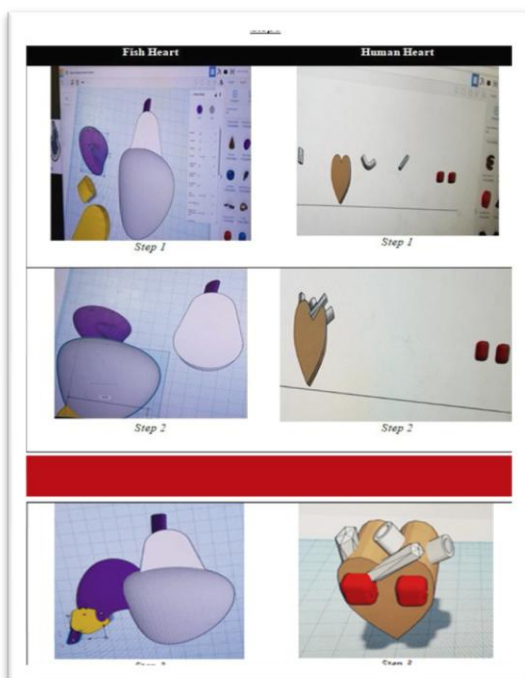


Figure 2: 3D Artifact name: Artifact name: Human vs fish heart with step by step illustration of the iterative design processes

One group recognized the lack of manipulatives for students with special needs. They designed a word game tool for regular students. The game serves multiple purposes, and can be assembled to a new set of game based upon the learning goals. They also designed letters in Braille for students with visual impairment (Figure 3). Such devices are not easy to find in stores, even if some are available, they might not serve the exact needs of the learners. Being able to design and print these toys empowers the teachers and the students.

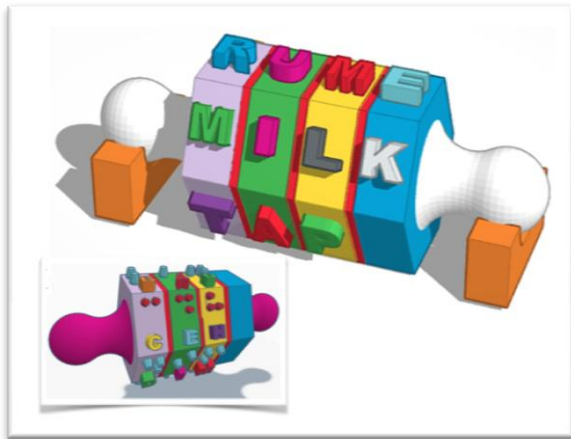


Figure 3: 3D Artifacts: Game toys for regular students (above) and in Braille (below) for students with special needs in an inclusive classroom

Another project group also had student with special needs in mind. They designed a 3D Model called Easy Checks (Figure 4), which is similar to paper based Plicker in the classroom. They used 3D artifacts instead of paper-based barcodes to represent student answers. Our candidates argued that this would allow Braille to be added to the 3D artifacts so that visually impaired students can use them to answer questions in an inclusive classroom. In the reflection, the group wrote:

“The purpose of our Easy Checks 3D model project is to encourage each student to be engaged and to participate in the classroom and their education. The goal is to have each student focused on each topic that is being taught in the classroom, and use our Easy Checks model to help students not just memorize, but to truly learn and answer to a variety of questions, most importantly why. The teacher can use this game while grouping students up in pairs or in dividing the class in half. In each side, there is a letter that identifies every side and has a different indentation for each letter. The student would have to position the Easy Checks model card on the side with the letter they want to use to answer the question. Our model also has a feature that can help blind students, the letters are also written in Braille to have them identify what is A, B, C, and D. But for this function, the teacher would have to read each answer separately and state the letter. This can help improve students’ ability when answering problem-solving questions, interact and communicate their ideas and thoughts and increase students’ engagement and to participation in the classroom.”

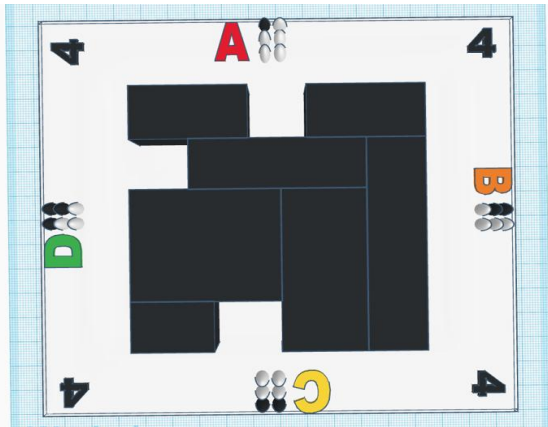


Figure 4: 3D Artifact: Easy Checks

Two other groups designed manipulatives for students to understand the topics of human skins and the universe. Both groups argued that the being able to play with the manipulatives allows students to engage in meaningful discussions and explorations of the otherwise abstract or uninteresting subjects (Figure 5).

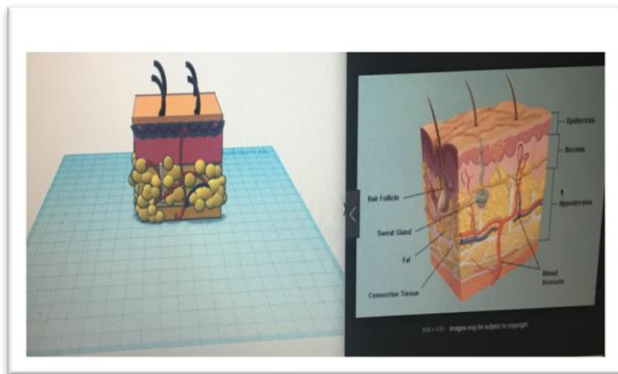


Figure 5: 3D Artifact: Human skin (left) and the Universe (right)

Last we had a group that designed a complicated physical object (Figure 6). The group started with something simple, they ended up with a complicated final product during the iterative design process. They documented how the project evolved in the descriptions below:

“Two small but useful features we included in our design were the wheels and the brakes. The wheels are fairly self-explanatory, if we are talking about a massive object then moving it would be quite a nuisance, therefore we have wheels. This brings a small problem to the table. When showing a demonstration of a moving object, you would not want the base or frame of that demo to move because then you may not be able to properly make your point. So we fixed this problem by a brake by each wheel, very similar to a common door stop which makes this project useful, practical, and convenient. It was an interesting process to see which ideas each group member thought of. One of the more fun ideas by Kevin was to make each ball of the Newton’s Cradle a planet, however we were unable to create that, so we decided to make them a rainbow. Elliot thought of a practical problem to solve, which was figuring out how to stop this giant piece of equipment with brakes. Derval thought came up with the wheel design, which was a bit more complicated than it seemed.”



Figure 6: 3D Artifact: Physics

Based upon these group work and reflections, we find some common themes observed in students’ 3D modeling experiences. *First*, the students were able to collaborate with partners across disciplines to address learning needs that go beyond a specific subject domain. For instance, they were able to look at varied issues for a student-centered classroom, such as diverse learning needs (e.g., students with vision impairment), learning styles (e.g., visual or kinesthetic learners), or learner engagement. *Second*, Students had an opportunity to carefully design 3D models can be used as an introduction to a much more complex topic that might help invite more meaningful discussions or promote creative thinking. *Third*, students were able to use learning theories to justify for the design needs of their prototypes. For instance, Bloom’s (1956) different cognitive learning models were mentioned to help designed determine how to go beyond the goals of remembering materials, to reach the next levels of understanding concepts, applying the ideas, and creating original work. *Fourth*, students didn’t experience a steep learning curve when most of them did not have any 3D modeling experiences. But encourage training and lab time is needed (4 weeks in the case of this study) to students to practice the basic 3D modeling skills. But the ease of use of the free software allowed them to focus less on technical issues, and more on the discussions of instructional design ideas such as cognitive learning tasks involved, user needs, or the curriculum design ideas. *Last*, requiring students to justify the need of their 3D prototypes and document their design processes with careful designed guiding prompts helps students clarify thoughts, collaborate efficiently, and encourage them to convincingly articulation their positions with learning theories. Thus careful curriculum planning and just-in-time feedback from both instructor and students are essential in promoting effective and engaged learning. This study

confirmed that 3D modeling as an instructional instrument can have a positive impact on student problem solving, reasoning, and interdisciplinary collaboration.

Conclusion

Designing 3D artifacts allows students to understand domain-specific concepts in practical ways, develop spatial reasoning and problem-solving skills, and engage an iterative process of designing and refining through collaborations. We recognize the need for pre-service teaching training and effective instructional strategies that help guide student engage in meaningful exploration to solve real life issues. 3D modeling can be an ideal platform to achieve these goals. Careful curriculum planning and just-in-time feedback from both instructor and students are essential in promoting effective and engaged learning.

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The Intersection of Blackness, Womanhood and Critical Spirituality

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Abstract

This research is intended to illuminate the influence of intersectionality as it relates to identity and systems of oppression on lived experiences, exclusively the connection between Blackness, Womanhood and Critical Spirituality. Intersectionality is defined as allowing the analysis of group and individual without either losing uniqueness (Witherspoon & Arnold, 2010). Race, as defined by Andersen and Collins (2016), derives meaning and significance from specific social, historical, and political contexts (pg. 57). Gender is defined by Andersen and Collins (2016) as “rooted in social institutions and results in patterns within society that structure the relationships between women and men and that give them differing positions of advantage and disadvantage within institutions” (pg. 69). According to Agosto & Karanxha (2011) critical spirituality is:

“A pedagogy of integrity that recognizes all aspects of identities as opposed to fragmentation which occurs when educators only recognize the intellectual subjectivity of learners. Critical spiritual pedagogy works toward humanization as it counters fragmentation, Othering and exploitation to provide interdependent communities of support and love that uplift the capacity of others to act against oppression” (page 47).

The research question asks: *How do race, gender and critical spirituality interact to influence leadership decision-making in the school setting?* Thematic alignment of the literature revealed overarching trends, including: Critical Spirituality & God Consciousness; Identity and Permanence of Blackness; Intersectionality; Care and Community. These themes reveal the underlying dual motivation behind leadership and community-oriented actions of the Black Women Leaders within the literary studies. Social Justice and a sense of moral obligation to enact lasting and impactful change were fundamental pillars of study participants’ leadership behaviors. The investigation illustrates the influence of intersectionality on relationships, systems, and social constructs as well as the role of resilience and resistance within the context of school leadership.

Key words: Intersectionality, identity, race, gender, critical spirituality, blackness, womanhood, social justice, leadership, educational leadership

The broad topic originally selected for research was the impact of culturally responsive school leaders on the sense of belonging of students whose identities are within multiple oppressed or minoritized groups. The fluidity of both the range and expression of identities have a significant influence on education; it is imperative for leaders in this context to have a relevant understanding of the intricacies that impact the learning environment and school community. The interaction between identity and lived experience is reciprocal and inextricable from the educational experience. That leads to the development of the research question. Intersectionality is defined as allowing the analysis of group and individual without either losing uniqueness (Witherspoon & Arnold, 2010).

Race is a social construct that impacts and influences society. Race shapes many aspects of our lived experiences within the context of the United States and certainly within the context of education. Race, as defined by Andersen and Collins (2016), derives meaning and significance from specific social, historical, and political contexts (pg. 57). In this particular investigation, race will be explored through the lens of Blackness. Gender is defined by Andersen and Collins (2016) as “rooted in social institutions and results in patterns within society that structure the relationships between women and men and that give them differing positions of advantage and disadvantage within institutions” (pg. 69). The influence of gender is manifest through lived experiences within the context of societal norms for men and women alike. Within the context of this investigation, the female experience will be another lens through which experiences are filtered. Critical spirituality is defined by Agosto & Karanxha (2011) as:

“A pedagogy of integrity that recognizes all aspects of identities as opposed to fragmentation which occurs when educators only recognize the intellectual subjectivity of learners. Critical spiritual pedagogy works toward humanization as it counters fragmentation, Othering and exploitation to provide interdependent communities of support and love that uplift the capacity of others to act against oppression” (page 47).

These elements are all essential in shaping one’s ability to navigate various circumstances as they come and engage in constructive ways with others and the surrounding environment. So, the layering and intersection of these three—Blackness, Femininity, and Critical Spirituality—establish the vantage point from which the research topic is approached. The research question for the purposes of this investigation is as follows:

How do race, gender and critical spirituality interact to influence leadership decision-making in the school setting?

In wanting to more deeply investigate the factors that influence leadership, the research topic for the purposes of this paper were adjusted to adequately reflect this lens. Instead of explicitly focusing on the impact felt by students within various oppressed groups as a result of leadership, the emphasis was shifted to reflect the intersection of the identity of leaders on the decisions they make within their role. Interested in the perspective of the lived experiences of Black women, its multifaceted nature, intricacies, the experiential intersectionality for the purposes of this particular research process became clear. The precise interaction investigated was of Black women exhibiting critical spirituality within their leadership.

In order to find information specific to the desired intersection for investigation, several searches were conducted. A preliminary search sorted through articles, dissertations and proposals that included the terms “intersectionality” and “educational leadership.” The

purpose of this particular search inquiry was to establish a broad range of sources that could serve as the starting point for further, more detailed inquiries. After reading, “Resistance Meets Spirituality in Academia: ‘I Prayed on It!’” (Agosto & Karanxha, 2011), it became clear the influence of critical spirituality should be included, as the influence of faith in leadership was not a factor previously explored. The next inquiry included the terms “intersectionality,” “educational leadership,” and “critical spirituality.” The terms within this inquiry yielded results aligned to the experiences of people of color within various leadership roles in education. Articles pertaining to men, articles discussing gender expression, sexual orientation or the role, experiences of teachers and students within the context of education were eliminated from the articles listed within the inquiry. The resulting research findings were analyzed for patterns and thematically aligned.

Research Findings

Critical Spirituality & God Consciousness

In order to address the reality of the taboo nature of spirituality within public settings, there is a need to embrace spirituality's ability to ground our worldview (Cannon & Morton, 2015). Additionally, engaging "in public discourse about our spirituality and its relationship to education, to continue to invite others to the conversation, and to recognize how the discourse might influence our discussions" (Cannon & Morton, 2015, p. 149) allows us to see the impact it has on our roles and capacities as leaders and agents of change. Whether or not a person identifies as internalizing any set of espoused religious values, their expressed spirituality manifests in their relationships and impacts their decision making because "...spirituality is relational and underpins all ethics" (Agosto & Karanxha, 2011, p. 46). Leaders in the spiritual space navigate a nuanced experience, like a tightrope, as it impacts students (Beckwith et al., 2016).

This respect for student and stakeholder identity and spiritual comfort while navigating the core of self is central to the manifestation and demonstration of care. There is an aspect of groundedness that comes from self-awareness and connectivity to one's guiding principles, particularly as they are inextricably connected to all aspects of identity and action. "I know that my early experiences with my graduate mentor continue to help me balance my spiritual, gender, and racial identities in the academy" (Cannon & Morton, 2015, p. 148). This directly speaks to the power of both mentorship and how each identity noted in the quote, spirituality, gender and race, present themselves in both the academic and leadership realms. A participant in one of the studies, when discussing all that it takes to give students what they need, "They need some Jesus, too, and I do the best I can without getting fired..." (Witherspoon & Arnold, 2010, p. 226). This demonstrates a level of commitment to all aspects of life, particularly the ability to strengthen the sense of self and decision making as a steward of the school.

There is a reliance on God in times of stress and disillusionment to invoke clarity (Agosto & Karanxha, 2011). "...These women not only believed in ensuring the academic well-being of their students, but also in providing holistic care of mind, body and spirit. The care these principals engaged in sought to address interlocking systems of material, community, and spiritual realities" (Witherspoon & Arnold, 2010, p. 224). Explaining experiences during a time in the academy, Cannon & Morton (2015) write, "the materials I read in my master's program coursework assaulted my mind and tagged my character with insulting stereotypes, which in turn, pulled my emotions and scattered the logic gained from

my faith" (Cannon & Morton, 2015, p. 150). Imagine this compounded with the realities of small-minded thinking on the part of peers (Agosto & Karanxha, 2011; Witherspoon & Arnold, 2010). Even when not in writing or the context of the academy, stereotypes have the same kind of influence on both emotions and memories connected to previous experiences with prejudice and bias against Black Women in positions of legitimate or perceived power and influence (Andersen & Collins, 2016). In these cases, God consciousness and critical spirituality have the ability to relieve such pressures and propel the recipient of such stigmas and stereotypes beyond the accepted boundaries (Cannon & Morton, 2015).

Balanced with a focus on developing solutions and directly addressing issues of racism, inequity and injustice, impact is inevitable, as a principal highlighted in a study shares, "I hold on to prayer, that's the only thing that can get me through even when the people are acting crazy" (Agosto & Karanxha, 2011, p. 53). Provisions must be made in order for current and aspiring leaders to be empowered with the wisdom and tools to make positive inroads for those experiencing oppression on multiple levels (Khalifa et al., 2016). "The question we have for the academy is what steps and structures do administrators in higher education institutions implement to act as buffers for Black women, for they continue to be vulnerable regardless of their position/success" (Agosto & Karanxha, 2011, p. 59). Additionally, the alignment and action of allies in positions of privilege also has the authority to provoke lasting change.

Identity and Permanence of Blackness

The pressure of being an African American woman in certain spaces is difficult to bear; it is learned early on that in order to be accepted it is necessary to assimilate (Beckwith et al., 2016). When thinking about the experiences which solidify the reality of the Black experience, particularly that of women in positions of leadership, it is negligent to ignore a component impacting intersectionality and the differences experienced by those who may share one or more oppressed identity. Illuminating the difference in the experience between Black Women Beckwith et al. (2016) write, "White women may experience gender discrimination, whereas African American women may experience both gender and racial discrimination. The joint possibility of gender and racial discrimination makes it impossible for African American women to make accurate causal attributions concerning potential discrimination..." (Beckwith, Carter & Peters, 2016, p. 122). Ignoring these differences is irresponsible.

These factors are influencers of the dependence of Black women leaders whose experiences have been investigated in the literature highlighted for the purpose of this investigation to engage in God conscious practices (Cannon & Morton, 2015) and critical spirituality. The experience of 'not being heard' and 'undervalued' can only be overcome when racial group dynamics are broken through communication and cooperation (Mayer, 2017). This resilience is demonstrated throughout the writings analyzed; there exists a commitment to quell those feelings of low self-worth and ineffectiveness of voice for students and staff members. The leaders highlighted demonstrate a commitment to constructive conversations, no matter how uncomfortable or difficult, for the sake of addressing the totality of issues that influence student performance and learning.

In addition to the aforementioned challenges, there are invisible intellectual obstacles facing Black Women in leadership, as detailed within the analyzed literature. "Black people have to have degrees for people to believe in their intellectual abilities" (Agosto & Karanxha, 2011, p. 57). Even as Blacks are progressing or demonstrating capacity for particular roles

within the realm of education, and society as a whole, intellectual ability as viewed through the attainment of higher-level degrees is seen as more valuable. This represents an imposition of classism and racism (Andersen & Collins, 2016). The collusion of these social constructs serves to legitimize the need for an increased awareness of lived experiences for those in the school setting, especially for Blacks currently in positions of leadership and those with leadership aspirations.

Intersectionality

The interpretation of one's narrative is shaped by the layers of identity and experience (Agosto & Karanxha, 2011). There is a level of intentionality required to determine the ways various, and potentially endless, combinations of identities interact with normative social constructs and norms. This includes, and is not limited to, examination of self by educators in addition to investigation of those serving in the capacity of educator, community member, and change agent. It is demonstrated repeatedly, the concept that intersectionality is not to be taken lightly or viewed in isolation; rather, allows for understanding as a combined category (Mayer, 2017). Additionally, a recurring theme is the idea that "inequities surrounding culture, race, gender, sexual orientation, religion, and other differences still exist in the United States that impact educators and the students and communities they serve"(Witherspoon & Arnold, 2010, p. 220).

Care and Community

Though there are various iterations of what care is and how it can look, one way of approaching it, particularly in the school setting, is as "liberating others from their state of need and actively promoting their welfare (Siddle Walker & Snarey, 2004, p. 4)" (Witherspoon & Arnold, 2010, p. 228). This can be in the choice of curricula, teacher professional development opportunities or the approach to difficult conversations. All aspects of educational leadership, whether directly or indirectly addressing student need, serve to contribute to any growth made in the school context.

There is a level of engagement within and without the school context that directly impacts the lives of students. A principal within a study illustrates "I tried to become a part of the life they lived... They got to see me; they got to know me. They got to talk to me and they got to see I'm just like y'all" (Witherspoon & Arnold, 2010, p. 227). Visibility of school leaders is important because trust is an essential component to building and maintaining community (Khalifa, 2012). Without an investment outside of the school context, it becomes difficult to establish rapport with students, families and stakeholders (Khalifa, et al., 2016). Authentic community engagement is invaluable.

What is demonstrated through the research is the nuanced ways in which Black women lead, especially those grounded in critical spirituality as it manifests their passion for social justice (Agosto & Karanxha, 2011; Khalifa, et al., 2016; Witherspoon & Arnold, 2010). Layering the notion of critical spirituality on the aspect of care yields a concern for the spiritual development within care for the whole child (Witherspoon & Arnold, 2010). This theme emerged as a trend in the articles utilized for the purposes of this investigation.

Beyond the focus on academic achievement and test scores, participation in the holistic development of wellness and nurturing of extended family networks is the role and presence of the Black Mother (Sakho, 2017). This level and depth of care within the role of

the leaders depicted in the research serves to develop the individual as well as the community as a whole. (Sakho, 2017; Witherspoon & Arnold, 2010). “The support of these Black women in her personal and professional spheres has had a profound influence on her sense of worth and capacity. It has shaped the way she now works with graduate students and young scholars as she is committed to ‘paying it forward’” (Agosto & Karanxha, 2011, p. 52). Furthermore, the idea of mentorship and sponsorship is essential in education fields and other contexts in order to minimize the isolation and barriers experienced (Beckwith, Carter & Peters, 2016). There is strength in the lessons shared across generations from other mothers to their daughters, a characteristic of emancipatory systems and strategies of spiritual militancy. Typically these systems of knowledge practice mothering and leadership beyond the biological function (Sakho, 2017). When compounded by critical spirituality and moral obligation, there is sustainability, longevity established within the context of the leadership. This level of consistency is particularly impactful in school settings (Khalifa et al., 2016).

Discussion

“...Further research is needed in order to understand how female leaders negotiate gender and race in historically sexist and racist work environments” (Agosto & Karanxha, 2011, p. 45). As much as it is not identified as such, schools are spaces established in the expectation of serving white families with students best suited to learn; they were expressly created for that end (Fisher, 2015). Thinking that equitable expectations can be re-established for the success of those for whom the construct of school was not created without unearthing the harsh truths is negligent and irresponsible.

"Ordinary, everyday administrative practices must become more of a focal point in understanding how administrators actually engage in the process of social justice" (Witherspoon & Arnold, 2010, p. 229). Leveraging the current research in this area has the potential to lend itself to a more comprehensive understanding of the daily-lived experiences of administrators of color, particularly Black Women with grounding in Critical Spirituality. This insight could serve as a means to systematizing the leadership decisions made to enact social justice. Systematic replication is not the ideal answer to the generational issues facing students and leaders of color; however, it can be a starting point, as emulation and replication have the ability to develop an internalization of what social justice requires (Witherspoon & Arnold, 2010).

It is ideal to establish a clear moral frame and sense of obligation that facilitates the navigation of action that protects and maintains caring communities where relationships matter (Rivera-McCutchen, 2014). Their innate leadership and sense of self, guided by equity and morality, qualify these leaders. It is interesting to note that in not making explicit reference to a specific theory or leadership preparation program in shaping their equity-focused leadership, rather their actions are directed by their sense of moral obligation (Cannon & Morton, 2015; Khalifa, 2012; Rivera-McCutchen, 2014; Witherspoon & Arnold, 2010). Ultimately, what emerged was a trend and overarching theme of social justice as the impetus for actionable change within the leadership of the women studied. Social justice, as enacted through educational leadership, is context-specific because the responses to injustice will require leadership vision, as opposed to prescribed practices (Rivera-McCutchen, 2014). The depth and profundity found in the actions taken by Black women grounded in their critically spiritual selves demonstrates the power of intersectionality as it impacts intra and

interpersonal relationships, community building and the development of educational settings grounded in social justice and equity.

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THE PERSONAL VALUES SYSTEMS AND LEADERSHIP DISPOSITIONS OF DEPARTMENT HEADS IN A PUBLIC HIGH SCHOOL: IMPLICATIONS FOR LEADERSHIP DEVELOPMENT

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ABSTRACT

This study, which the author undertook because of her interest in both values-based leadership and shared leadership in schools, looked into the personal values systems and leadership dispositions of eight department heads in a public high school in Metro Manila. The aim was to help the department heads not only to be more effective in their present work but also to prepare themselves for promotion to higher leadership positions, as well as to generate inputs for a possible leadership development program for present and future department heads.

To gather relevant information, the author used a self-designed survey questionnaire consisting of two parts: the first based on the meta-inventory of human values formulated by Cheng and Fleischmann (2010) and the second drawing leadership disposition indicators from the ISLLC (Interstate School Leaders Licensure Consortium) Self-Assessment Tool.

The responses to the survey were reviewed in relation to the core values adopted by the Department of Education (DepEd) and the personal and professional characteristics listed in the DepEd's Performance Appraisal System for School Administrators, as well as to the six ISLLC Standards for School Leaders.

The results indicated that the department heads had strong personal values systems and leadership dispositions rated between "sufficient" and "exemplary." At the same time, collective and individual areas for improvement on the part of the respondents were identified.

Chapter I INTRODUCTION

Background of the Study

In the course of my graduate studies in Educational Leadership in the University of Asia and the Pacific (UA&P), I have developed a keen interest in two ideas: *values-based leadership* and *shared leadership* in a school.

Shared leadership has become a mainstream idea in Philippine education circles: “Collaboration” is now a buzzword among local educational leaders and there is growing recognition, especially on the part of the Department of Education (DepEd), that it is unrealistic to expect a school principal to perform all her complex tasks by herself.

However, values-based leadership seems to have taken a back seat. The ongoing shift to outcomes-based education is putting a premium on skills, performance, and outputs, relegating values to only a supplementary, if not secondary, role.

While I have realized that values-based leadership in a school must begin with the principal, I also have seen the need to develop the proper leadership values and skills at all levels of the school as an organization. This way, succession can be assured, especially if both administrators and teachers share the same values and undergo systematic and sustained training and development in support of the school’s vision, mission, and core values.

Nonetheless, in the process of studying the literature on school leadership, I have noticed a strong focus or emphasis on school principals and how they influence key aspects of the operations and outcomes of the schools that they lead. In fact, principal empowerment, especially as an essential component of school-based management, has become a trend. Now, more than ever, school heads enjoy a kind and degree of autonomy that their predecessors did not. Today, principals can run their schools the way they deem fit because the DepEd has recognized that there is no “one size fits all” way of managing a school.

Alongside the principal are the department heads who help their school head in instructional and administrative leadership. These department heads, like the principal, play a critical role in ensuring smooth school operations. Yet, the related literature shows very limited studies on department heads.

These perspectives and considerations led me to think about school leadership development in the school where I work and to focus on individuals, other than the principal, who occupy key leadership or supervisory positions and who are tasked with important responsibilities in the school. In particular, I became interested in the eight department heads of the school and how they can be helped not only to be more effective in their present work but also to prepare themselves for future promotion to higher leadership positions, including the principalship.

Upon further inquiry, I came to know that at present there is no program in place for the training and development of department heads not only in my school but also in the other schools of the division to which my school belongs. Department heads are expected to acquire the skills that they need to perform their task effectively and efficiently through experience—i.e., on the job. This setup opens up the school to the risks of a “trial and error” style of management and supervision, including unnecessary waste of time and resources.

I thus decided to undertake a study focusing on the eight department heads of my school to find out their personal values systems and leadership dispositions, with the end in view of coming up with ideas and insights that can serve as inputs for a possible leadership development program for department heads. This leadership development program will greatly benefit not just the department heads but the school as well, for studies have consistently shown that proper training boosts productivity and performance, as well as employee satisfaction.

This paper reports the findings and recommendations of my study.

Research Problem and Research Questions

In my study, I addressed this main research problem: *What do the personal values systems and leadership dispositions of the department heads of Liwanag Public High School¹ imply for school leadership development in the school?*

To answer this main research problem, I posed the following related research questions:

1. *How may the personal values systems of the department heads of Liwanag Public High School be described? How do these personal values systems match with the set of values contained in the vision and mission statement adopted and prescribed by the Department of Education for Philippine schools?*
2. *How may the leadership dispositions of the department heads be described? How do these leadership dispositions match with the department heads' leadership roles and responsibilities?*
3. *What do the findings imply for school leadership development in Liwanag Public High School?*

Purposes of the Study

My study had two main purposes:

1. To help the department heads of the school not only to be more effective in their present work but also to prepare themselves for future promotion to higher leadership positions, including the principalship, and
2. To generate ideas and insights that can serve as inputs for a possible leadership development program that the school can put in place for its present and future department heads.

Definition of Key Terms

The following are the key terms and operational definitions that I used in my study:

1. "Department head"

The term refers to a person in authority who assists the principal in instructional and administrative leadership and who usually oversees a department, including the teachers who belong to the department. My study focused on the eight heads of the following departments in Liwanag Public High School: (1) English; (2) Mathematics; (3) Science, (4) *Aralin Panlipunan*; (5) Music, Arts, Physical Education, and Health; (6) *Edukasyon sa Pagpapakatao*; (7) Technology, Livelihood, and Economics; and (8) Filipino.

2. "Values"

Many definitions of this term can be found in the related literature. I have chosen to follow the summary definition formulated by Cheng and Fleischmann (21010) in making a meta-inventory of human values drawn from their review of 12 existing value inventories: values are "guiding principles of what people consider important in life" (see chapter II, p. 12).

3. "Personal values system"

The term refers to a set of principles or ideas or a relatively permanent conceptual framework that influences and guides one's behavior. This definition combines the definitions given by England (as cited in Dose, 1997) and Hereford (n.d.) (see chapter II, p. 13).

¹ A pseudonym to disguise the identity of the school.

4. “Leadership dispositions”

The related literature shows that most authors define or describe “dispositions” as consisting of values, beliefs, and behaviors. There is still no single, universally accepted definition of “leadership dispositions,” especially in the context of a school. Nonetheless, many authors follow the definition given by the National Council for the Accreditation of Teacher Education (NCATE): “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities; these positive behaviors support student learning and development” (as cited in Veland, 2012, p. 20). I have adopted this definition for my study.

Significance of the Study

My study is significant from the following standpoints:

1. It is the first study of its kind that has been done in Liwanag Public High School (and, as far as I know, in the division to which the school belongs).
2. It focuses on a group of key people who play a vital role in instructional and administrative leadership in a school but who have been given little attention in the related literature.
3. The study relates the personal values systems and leadership dispositions of the eight department heads of Liwanag Public High School to the core values officially adopted by DepEd and to the personal and professional characteristics covered in the DepEd’s Performance Appraisal System for School Administrators.
4. The findings of my study can provide relevant inputs for a possible leadership development program for department heads that can be put in place in Liwanag Public High School and that may be applicable to other schools in the division.

Scope and Delimitations of the Study

The study covered only the eight current department heads of Liwanag Public High School and did not include the master teachers in the school who also carry out some tasks that have to do with instructional leadership.

Furthermore, the study focused only on the personal values systems and leadership dispositions of the eight department heads and did not consider their current competencies as well as their actual performance on the job.

Chapter II REVIEW OF RELATED LITERATURE

Focus of Literature on Educational Leadership

In their review of the international literature on successful school leadership, Day and Sammons (2013) pointed out what I have previously referred to: that although “it is increasingly recognised that the distribution of school leadership more widely within schools is important and can promote improvement,” “*much of the research on school leadership has focused on the role of the principal or headteacher*” (p. 4, italics mine). The two authors described effective leadership as an important condition for successful schools, but in doing so, their emphasis on principals was evident:

School leaders, *particularly principals*, have a key role to play in setting direction and creating a positive school culture including the proactive school mindset, and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. (p. 2, italics mine)

Other authors have concurred with the observation of Day and Sammons. For example, in their review of literature on education management and leadership, Fernandez-Hermosilla, Anderson, and Mundy (2014) remarked that “*the literature on characteristics of effective school managers and leaders focuses primarily on principals*, despite a growing interest in models of shared or distributed leadership” (p. 2, italics mine). According to the three authors, this focus on principals may be noted in the literature on school leadership in both developed and developing countries:

The evidence about successful principals in developed countries explores practices, behaviors and competencies associated with positive indicators of quality and improvement in teaching and learning. Generally, there is convergence in a set of key leadership practices associated with principal effectiveness when enacted in a coherent goal-focused way....

The literature on school leadership and quality in developing countries also focuses on the role of principals, addressing their role in managing schools with basic resources challenges (e.g. quality of school facilities, teaching and learning materials, funding) and in the enactment of basic management tasks (budgeting, planning, resource management), as well as the perceived need for instructional leadership in the context of external reform initiatives promoted by governments and donor agencies. (pp. 2-3)

In a study on exemplary leadership development programs, Darling-Hammond, LaPointe, Meyerson, Orr, and Cohen (2007) likewise recognized the crucial role of school leadership in developing high-performing schools and in improving the quality of education. But then again, the clear focus on the principalship could be noted:

Largely overlooked in the various reform movements of the past two decades, principals are now regarded as central to the task of building schools that promote powerful teaching and learning for all students, rather than merely maintaining the status quo. (p. 1)

In contrast, even with the growing recognition that leading and managing complex organizations like schools is a task too large and too demanding for just one person, no matter how skilled, to carry out, there is still a dearth of studies on the role and contribution of department heads in school leadership and management.

Perhaps illustrative of the current situation is the observation of Hernandez (2013), who looked into the leadership roles of department heads in two public high schools in Belize: “A search for empirical studies on school leadership in Belize resulted in *no studies that specifically addressed the roles of secondary school department heads*” (p. 3, italics mine).

Woollven (2014) reported a similar experience in her study on the roles and responsibilities of academic department heads in independent schools in British Columbia, Canada: “Other than a dissertation by Kinsella (2011) into department head roles in American independent schools, little research exists in this very specific segment of the education system” (p. 3).

Yet, Woollven, citing various studies, highlighted the key role played by department heads:

Harris (2000) also found that, “heads of department within English secondary schools contribute to departmental performance in much the same way as [principals] contribute to overall school performance” (p. 81). Similarly, in a study of United Kingdom (UK) schools, Brown, Rutherford and Boyle (2000b) found that while the role of department heads was increasing in complexity by taking on many senior management team responsibilities, the accompanying levels of support, authority and compensation were interpreted as inadequate. The key issues of time, curriculum stability, professional development, lack of vision and lack of communication were identified, as well as the need for alignment between the beliefs and values of the department and school. “It is the

head of department who should be the focus for supporting the classroom teachers who actually have the front line responsibility for the enhancement of teaching, learning and achievement in classrooms” (Brown et al., 2000b, p.239). (p. 5)

These observations, experiences, and insights made me realize the value and significance of the study I wanted to conduct involving the eight department heads in my school. I was thus inspired all the more to carry out my study.

Values and Personal Values Systems

My first research question refers to “values” and “personal values systems.”

The *Oxford English Reference Dictionary* defines values as “one’s principles or standards; one’s judgement of what is valuable or important in life” (Pearsall and Trumble, 2003, p. 1595).

Rokeach (1973), considered a major contributor to the literature on values, defined a personal value as “an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence” (p. 5). According to Wilson (as cited in Peregrym & Wollf, 2013), “Rokeach’s psychological definition of personal values is the most frequently cited definition of human values” (p. 2).

According to Dean (2001), values endure. They are absolute, unchanging and non-negotiable. In a world where change can be bewildering, values offer touchstones defining our actions, our decisions and the manner in which we treat others. They connect with the most powerful forces dictating our actions, conscientiousness, integrity, and self-respect. These factors represent the fundamental underpinnings which shape our capacity to lead. (p. 65)

Peregrym and Wollf (2013) cited definitions of “values” from various authors, including the following:

1. Lopper: Values are “deeply held beliefs about what is good, right, and appropriate.”
2. Ganly: Personal values are “the essences of who we are as people and human beings.”
3. BHO Group: Values are “the fundamental building blocks of character that outline who we really are inside – what makes us unique.” They “involve our interaction with people” and are “the internal rules that tell us how to treat ourselves and others.”
4. Rue: Values are “the essence of who we are as human beings.” They “influence every decision and move we make, even to the point of how we choose to make our decisions” (p. 2).

Peregrym and Wollf also pointed out the five characteristics of values that Schwartz and Boehnke reported to be consistently found in the literature on values: that values (1) are “beliefs,” (2) have to do with “desirable end states of behavior,” (3) “guide evaluation of behaviors or events,” (4) “remain stable across time and context,” and (5) are “ordered by relative importance” (p. 3).

After considering these different ideas, Peregrym and Wollf summed up their view of values as “defining characteristics that tend to prevail over time, often have a determinative influence on our attitudes and actions, and can express themselves in many different ways” (p. 3).

Cheng and Fleischmann (2010) reviewed definitions of “values” given by several authors (Rokeach, Schwartz, Kluckhohn, Guth & Tagiuri, Hutcheon, Braithwaite & Blamey) and summed up these definitions as follows: “values serve as guiding principles of what

people consider important in life.” Moreover, the two authors developed what they called a “meta-inventory of human values” based on a review of 12 value inventories:

1. Value hierarchy for management decisions (by Bernthal)
2. Personal Value Scale (by Scott)
3. Personal Values Questionnaire (by England)
4. Rokeach Value Survey (by Rokeach)
5. List of Values (by Kahle, Poulos, & Sukhdial)
6. Comparative Emphasis Scale (by Ravlin & Meglino)
7. Managerial moral standards (by Bird & Waters)
8. Shared values in organizations (by McDonald & Gandz)
9. Schwartz Value Survey (by Schwartz)
10. Life Values Inventory (by Crace & Brown)
11. Workplace spirituality values (by Jurkiewicz & Giacalone)
12. Value Sensitive Design (by Friedman et al.).

Cheng and Fleischmann found 48 “value concepts” in these 12 value inventories and then narrowed the list by limiting the “meta-inventory” to value concepts that could be found in at least five value inventories. Thus, they came up with these 16 value concepts (in the order of decreasing frequency of citation): (1) *freedom*, (2) *helpfulness*, (3) *accomplishment*, (4) *honesty*, (5) *self-respect*, (6) *intelligence*, (7) *broad-mindedness*, (8) *creativity*, (9) *equality*, (10) *responsibility*, (11) *social order*, (12) *wealth*, (13) *competence*, (14) *justice*, (15) *security*, and (16) *spirituality*. I made use of this “meta-inventory of human values” in my research methodology.

A key term in my study is “personal values system.” England (as cited in Dose, 1997) defined this term as “a relatively permanent perceptual framework that shapes and influences one's behaviour” (p. 223). Hereford (n.d.) offered a similar definition:

A personal value system is a set of principles or ideals that drive and/or guide your behavior. Your personal value system gives you structure and purpose by helping you determine what is meaningful and important to you. It helps you express who you are and what you stand for.

Hereford added that a personal value system consists of four categories:

1. *Personal values* (“traits” that “we see as worth aspiring to” and that “define our character”)
2. *Spiritual values* (values that “connect us to a higher power and give us a sense of purpose beyond our material existence”)
3. *Family values* (“to love and care for those we are close to”—children, parents, family members, and friends)
4. *Career values* (“the best use and expression of our talents and skills for the purposes of contributing to society and for monetary compensation”).

Thum (2015) defined personal values as “the general expression of what is most important for you” and viewed them as “categories for all your preferences in life.” He thus summed up the essence of a personal value system as “the core of your character” or “of what defines you as a person.”

The related literature also suggests that values both underlie and explain a wide range of individual and organizational behaviors and that they are closely intertwined with the sociology of an organization (Cheng & Fleischmann, 2010; Cummings and Worley, 2001; Schwartz, 1992). In fact, according to Viinamäki (2009), “values and ethics are at the heart of organizational behavior and leadership” and their full integration into business practice is “not only preferable, but also necessary for long-term organizational survival” (p. 6).

Values, especially those of school leaders, play an integral role in education. Baig (2011) stated that the personal values of school leaders have a great influence on their leadership practices, reflected in the school culture that they promote, the structures that they establish, and the kind of relationships that they foster in their community.

Begley (2001) stated that “all leaders consciously or unconsciously employ values as guides in interpreting situations and suggesting appropriate administrative action. This is the artistry of leadership” (p. 364).

Khaki (as cited in Baig, 2011) stressed that “the [school] heads’ histories, beliefs and values influence how the heads exercise their management and leadership roles. These factors provide a background to which the heads refer when explaining why they do certain things, the way they do” (p. 28).

The personal values of the school head are, in one way or another, always at play and at times put to scrutiny because, as Johnson, Mac Creery, and Castelli (as cited in Baig, 2011) put it, “headship can clearly be seen not as some technical exercise but as being about social, moral, and educational values and their playing out in action” (p. 27).

Baig (2011) further noted that “the personal values of head teachers play a critical role in balancing and moderating all the other kind of values in the school milieu” (p. 27). It is thus important that the key people in a school hold the same or similar core values for them to be able to achieve their goals with the least values-based conflict. Nonetheless, sometimes it could not be helped that people may differ in their values.

In fact, Hicks (as cited in Baig, 2011) argued that each employee brings to the workplace his or her own set of values and world views. Moreover, as Campbell, Gold, and Lunt (2003) noted, a school’s processes and practices can be influenced by the ethnic, religious, and socio-economic characteristics of the local community. Hence, it is not surprising that values-based conflicts can arise at the personal, professional, or organizational level.

When such values-based conflicts occur, the best way to resolve them is to find a common ground and to always look back at what should provide the basis for unity of purpose within a school: its mission, vision, and core values.

When all these views and perspectives are considered, the conclusion drawn by Melton, Mallory, and Green (2010) seems most appropriate: “the fact remains that school leadership is a values-based profession” (p. 49).

Leadership Dispositions

My second research question touches on “leadership dispositions.”

In their study of the dispositions of candidates for the master’s degree in Educational Leadership, Rea, Carter, Wilkerson, Valesky, and Lang (2011) presented several definitions of “dispositions” given by various authors, including the following:

1. Katz: “Dispositions” are “patterns of behavior, exhibited frequently and intentionally in the absence of coercion, representing a habit of mind.”
2. Ritchhart: “Dispositions” are “a collection of cognitive tendencies that capture one’s patterns of thinking, addressing the gap between abilities and actions.”
3. Perkins: “Dispositions” are “proclivities that lead us in one direction rather than another within the range of freedom possessed” (p. 3).

Moreover, Rea et al. gave several examples of multiple operational definitions and models of “dispositions” (e.g., the eight dispositions for co-creating leadership defined by Wasonga & Murphy, the three educational leader dispositions identified by Theoharis & Causton-Theoharis, and the 11 dispositions enumerated by Richardson & Onwuegbuzie).

While various authors have offered definitions of “dispositions,” most have defined or described the term as consisting of *values*, *beliefs*, and *behaviors* (Melton, Mallory, & Green,

2010; Melton, Tysinger, Mallory, & Green, 2011). For example, Wasicsko (as cited in Melton, Mallory, & Green, 2010) defined “dispositions” as “personal qualities or characteristics that are possessed by individuals, including attitudes, beliefs, interests, appreciations, values, and modes of adjustment” (pp. 47-48).

While there is still no single, universally accepted definition of “dispositions,” many authors follow the National Council for the Accreditation of Teacher Education (NCATE), which defined “dispositions” as “professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities; these positive behaviors support student learning and development” (as cited in Veland, 2012, p. 20).

But why are “dispositions” important and why did I choose to focus on “leadership dispositions” in my study?

Veland (2012) noted that while “leadership theories suggest that transformational leadership is the best way to achieve the goals of schools in the 21st century,” “schools need to identify transformational leaders *before they enter into school leadership*” (p. 1, italics mine). However, the literature on leadership reflects a predominant focus on “traits” and “skills”—in fact, as Veland pointed out, there has been a raging “traits” vs. “skills” debate. A crucial element is missing in this debate: a discussion of leadership “dispositions.” This is a crucial omission because, in Veland’s opinion, “instead of considering their traits or trying to teach skills to someone who might not have the right disposition, *identifying leadership dispositions should be the place to start* for any organization which wants to identify and train transformational leaders” (p. 15, italics mine). Moreover, according to McGregor (as cited in Melton et al., 2010), “*a leader’s dispositions are instrumental to all aspects of organizational leadership*” (p. 47, italics mine). At the same time, Melton et al. (2010) noted that “there is a body of research indicating that *an educator’s attitudes, values, and beliefs*”—which is how “dispositions” are usually defined—“about students and about themselves influence the impact they will have on student learning and development” (p. 49, italics mine).

For these reasons, I chose to focus on “leadership dispositions” in my study. However, Veland (2012) observed that “the research on leadership dispositions is very minimal” (p. 15) because while “the research that supports trait and skill theory is significant,” “educational leadership theorists have never fully explored nor adequately researched leadership dispositions” (p. 17). He added that “teacher dispositions have been extensively researched while leadership disposition research has received scant attention” (p. 22). In fact, the related literature also notes the difficulties posed by the need not only to identify the relevant “leadership dispositions” but also to measure and assess them.

Nonetheless, despite the relative dearth of research on leadership “dispositions” (as compared with leadership “traits” and leadership “skills”), I found two instruments that have been formulated to assess the dispositions of school leaders: (1) the *School Leader Dispositions Inventory* and (2) the *ISLLC Self-Assessment Tool*.

1. The *School Leader Dispositions Inventory* (SLDI)

The SLDI is a survey questionnaire crafted and copyrighted by Reavis, Green, Mallory, and Melton (2010). As described in Melton et al. (2011), the SLDI consists of 15 items, each of which describes a real-life situation and provides four possible ways that an administrator could respond to the situation. The respondent is asked to read and reflect on the given situation and then indicate agreement or disagreement with each of the stated responses.

The SLDI is based on 14 key leadership dispositions identified by the research team that crafted the instrument. According to Melton et al. (2011), the SLDI had been piloted and would still undergo further validation using a larger and more

geographically diverse sample. Nonetheless, the authors concluded that the instrument “holds promise as one step” toward the as yet elusive goal of establishing a valid and reliable measure of leadership dispositions, understood as consisting of “attitudes, beliefs, personal and professional values” (pp. 46-47).

2. The *ISLLC Self-Assessment Tool*

This instrument (see appendix A), jointly designed and owned by the Interstate School Leaders Licensure Consortium (ISLLC), widely acknowledged in the US as the primary organization for preparing school leaders, and the National Policy Board for Educational Administration, can be used to generate an individual profile of school leadership assets or attributes. It consists of 182 statements describing the knowledge, dispositions, and performances defined by the six ISLLC Standards for School Leaders.

The respondent is asked to reply to each of the 182 statements by reflecting on his or her learning, beliefs and values, and accomplishments as a school leader and then indicating the extent to which he or she has practiced what is said in the statement in the past 10-12 months.

For each of the six ISLLC Standards for School Leaders, there are three sets of statements and indicators specified:

- a. Extent of current personal mastery of specific “knowledge” indicators
- b. Extent of current personal belief in, value of, and commitment to specific “disposition” indicators
- c. Extent of current facilitation of processes and engagement in activities ensuring specific “performance” indicators.

In my study, I adopted the “disposition indicators” portion of the ISLLC Self-Assessment Tool and incorporated it in my survey questionnaire.

Philippine Public Basic Education Schools: Vision, Mission, and Core Values

In the Philippines, no institution or organization has had as much influence on basic education schools, especially public schools, as the Department of Education (DepEd). The majority of young Filipinos receive public school education.

Republic Act No. 9155 (or the Governance of Basic Education Act of 2001) established the following mandate for DepEd:

The Department of Education (DepEd) formulates, implements, and coordinates policies, plans, programs and projects in the areas of formal and non-formal basic education. It supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

On September 4, 2013, the Secretary of Education, Br. Armin Luistro, released DepEd Order No. 36, s. 2013, in which he announced the official adoption of the current DepEd Vision, Mission, and Core Values (DepEd VMV). The order further specified that the DepEd VMV “shall be the only vision, mission, and core values” to be adopted by all offices and schools under the department. Previously, each public school could come up with its own philosophy, vision, mission, and core values. DepEd Order No. 36, s. 2013 ended this practice by adopting the DepEd VMV, thereby standardizing the statement of the vision, mission, and core values of all public basic education schools. In my view, this standardization makes perfect sense, for public schools should be aiming for the same goal and adhering to the same core values and beliefs, regardless of their location, the socioeconomic status of their students, the political/religious views of their administrators, and many other factors.

As stated in DepEd Order No. 36, s. 2013, this is the DepEd VMV:

The DepEd Vision

*We dream of Filipinos
who passionately love their country
and whose values and competencies
enable them to realize their full potential
and contribute meaningfully to building the nation.*

*As a learner-centered public institution,
the Department of Education
continuously improves itself
to better serve its stakeholders.*

The DepEd Mission

*To protect and promote the right of every Filipino
to quality, equitable, culture-based, and complete basic education where:
Students learn in a child-friendly, gender-sensitive,
safe, and motivating environment
Teachers facilitate learning and constantly nurture every learner
Administrators and staff, as stewards of the institution,
ensure an enabling and supportive environment
for effective learning to happen
Family, community, and other stakeholders
are actively engaged and share responsibility
for developing life-long learners*

The DepEd Core Values

*Maka-Diyos
Maka-tao
Makakalikasan
Makabansa*

DepEd Order No. 36, s. 2013 included explanations and guide questions that were to be “carefully explained to all DepEd employees and key stakeholders.” It further stated that the four “core values” correspond to the fourfold national motto stated in Republic Act No. 8491.

On August 29, 2014, Secretary Luistro issued a statement (DepEd, 2014) to clarify certain aspects of the DepEd’s core values in response to media reports that, according to him, made the “completely false” claim that “the God-loving phrase was removed from the department's vision to be fair to Filipinos who may subscribe to other beliefs and principles.” The Secretary’s statement said in part:

The term "God-loving" is synonymous with *Maka-Diyos*. The term *Maka-Diyos* is essentially connected with *Maka-tao*, *Makakalikasan* and *Makabansa* and allows our

Values Education teachers to develop modules that will hopefully form persons of integrity. It warns against pietism or ritualism and encourages persons of faith to live those convictions everyday, everywhere.

We maintain that the formation of God-loving learners is a vision that we have not surrendered. We do not have any fundamental disagreement therefore with the position of various groups who wish to promote the love of God among our learners. We affirm the long-established constitutional principle of "benevolent neutrality" towards religion and spirituality. We also affirm that the department will continue to promote the spirit of inclusivity and remain open to dialogue, as this is a part of learning to live together.

Roles and Responsibilities of Department Heads

As Hernandez (2013) pointed out, a school is a complex institution and so is the position of the school principal. It is thus highly unrealistic to assume that the principal can effectively run the school by himself or herself. However, while there is abundant literature on the role of the school principal, especially as instructional leader, little research has been made on the tasks and functions of other school administrators. Nonetheless, the growing recognition of the need for and the benefits of shared leadership in educational institutions is making researchers look into the roles and responsibilities of key people in schools other than the principal or head.

For example, Woollven (2014) cited various studies on the work of department heads, including the following:

1. Adey "identified 35 department head roles under the five headings of monitoring, evaluating and improving; people and relationships; teaching, learning and curriculum; accountability; and managing resources" (pp. 18-19).
2. Kinsella, in an analysis of independent schools, distilled the list of functions of department heads to "the 10 areas of mentoring, observing, goal setting, evaluating, developing curriculum, managing budgets, highlighting curriculum trends, encouraging professional development, school wide strategic planning and coordinating technology" (p. 20).
3. Davies analyzed the level of decision-making for the department head role and focused on eight areas: "school wide resource allocation, use of school funds, departmental staffing, use of community funds, equipment ordering, school wide curriculum design, departmental curriculum design, and staff assignment."

Hernandez (2013) likewise cited several studies on the leadership roles of department heads in secondary schools. Among the findings she presented were the following:

1. "In most secondary schools, academic vice-principals, department heads, or teachers share instructional leadership," including responsibilities "such as developing, reviewing, and improving curriculum and instruction within their academic discipline" (p. 15).
2. Various studies on the role of secondary school department heads have shown that department heads "occupy key linking positions between principals and classroom teachers," "shared instructional leadership with school administrators" and "played a significant role in instructional leadership and curricular support" (p. 15). Other researchers have found that department heads "collaborated with others and described themselves as experienced curriculum or subject specialists" (pp. 15-16), that department heads were "influential in affecting educational matters within and outside the boundaries of their departments," and that departmental leadership was influential in promoting student achievement and teachers' professional growth" (p. 16).

In searching for local literature on my topic, I hardly found any studies on the leadership roles and responsibilities of department heads in Philippine public schools. Nonetheless, I came upon a form (“PAS FORM B-2”), titled “Performance Appraisal System for School Administrators,” being used in evaluating the performance of school administrators in my division, including department heads. The form has three parts: Part I (“Occupational Competence”) is given a weight of 70%, Part II (“Professional and Personal Characteristics”) 20%, and Part III (“Attendance and Punctuality”) 10%.

Under “Occupational Competence” (Part I), the following items are listed and assessed: instructional supervision, development/implementation of educational programs (including pupil/student development, curriculum development, and staff development), administrative management (including resource management, data management, conflict management, and linkage management), and research.

Under “Professional and Personal Characteristics” (Part II), the following 10 items are listed and assessed: decisiveness, honesty/integrity, dedication/commitment, initiative/resourcefulness, courtesy, human relations, leadership, stress tolerance, fairness/justice, and proper attire/good grooming.

The DepEd also uses another form (the “Individual Performance Commitment and Review Form” or IPCRF) that is of immediate relevance to my study because the form specifies the following main role and responsibilities of department heads:

1. Leadership and Governance
 - a. Assisting the School Head in the preparation, implementation, and evaluation of SBM-PASBE through ACCESs and SIP/AIP and WFP, BEIS, school forms, class schedules and equitably distributed teachers’ loads, Brigada Eskwela and other programs, activities and projects like PESS, etc.²
 - b. ensuring adherence to DepEd Vision, Mission, Core values through the Orders and other issuances on: programs activities and projects, attendance and punctuality, code of ethics
2. Curriculum and Learning
 - a. Preparing and implementing monthly instructional supervision plan
 - b. Monitoring the maximum and appropriate use of school facilities, curriculum guides learner materials/textbooks, teaching guides, references and other instructional materials, instructional innovations and remediation
 - c. Implementing innovations and alternative delivery modes (ADMs) to reduce failure rate and drop-out rate
 - d. Conducting action research on learning outcomes by computing/documenting the access rate, retention rate for interpretation and action for improvement
3. Accountability and Continuous Improvement
 - a. Assisting in reporting learning outcomes to PTA and other stakeholders
 - b. Assisting the school head in monitoring and evaluating teachers and master teachers including their attendance and punctuality
 - c. Coordinating with stakeholders on resource generation and mobilization
4. Management of Resources
 - a. Proposing and conducting department-based training as a result of training needs analysis
 - b. Assisting in selection and hiring of teachers

² SBM-PASBE: School Based Management-Philippine Accreditation System for Basic Education; ACCESs: A Child and Community Centered Education Systems; SIP/AIP: School Improvement Plan /Annual Improvement Plan; WFP: Work and Financial Plan; BEIS: Basic Education Information System; PESS: Physical Education and School Sports.

- c. Providing technical assistance in school-related grievances/conflict resolution.

Leadership Development for Department Heads

A World Bank report (2005) indicated that many countries have a shortage of qualified secondary school teachers, as well as qualified department heads.

In her study on department heads in government-run secondary schools in Belize, Hernandez (2013) concluded, among other things, that

policy makers, school management, and department heads need to invest in sustained professional training and development activities that are specifically designed for department heads. Implications for policy and practice include the need to establish minimum professional selection criteria for the role of department head, expand the capacity of teacher training institutions, and foster a culture that supports and nurtures shared instructional leadership and learning among department heads.

In support of this conclusion, Hernandez cited empirical research done in the UK and the US suggesting that “heads of departments are responsible and accountable for the quality of teaching and learning in their departments.” Thus, she added, “the need for adequate training for department heads is irrefutable” (pp. 23-24).

Payne and Wolfson (as cited in Hernandez, 2013) encouraged principals to “provide time, resources and support for department heads’ professional growth and to remove barriers that inhibit professional development.” They also advised principals and department heads to “participate in professional development activities as colleagues so they could benefit from learning together.” In this way, the principal “serves as a role model for continuous learning while simultaneously communicating enthusiasm and interest in department heads’ professional development” (p. 25).

Chapter III METHODOLOGY

Research Design

As mentioned in chapter I, my study addressed this main research problem: *What do the personal values systems and leadership dispositions of the department heads of Liwanag Public High School imply for school leadership development in the school?*

This research problem, together with the three related research questions, involved looking into two key variables: the *personal values systems* and the *leadership dispositions* of the eight department heads of Liwanag Public High School. I thus designed my research, especially the fieldwork that it called for, using these two key variables as the principal reference points.

In relation to personal values systems, I chose to use the “meta-inventory of human values” drawn up by Cheng and Fleischmann (2010) on the basis of their review of 12 existing value inventories (see p. 12). The “meta-inventory” consists of 16 value concepts that, according to the analysis of the two authors, figure in at least five of the 12 value inventories. These are the 16 value concepts (in the order of decreasing frequency of citation): (1) *freedom*, (2) *helpfulness*, (3) *accomplishment*, (4) *honesty*, (5) *self-respect*, (6) *intelligence*, (7) *broad-mindedness*, (8) *creativity*, (9) *equality*, (10) *responsibility*, (11) *social order*, (12) *wealth*, (13) *competence*, (14) *justice*, (15) *security*, and (16) *spirituality*.

I chose to use Cheng and Fleischmann’s meta-inventory for three main reasons:

First, since the meta-inventory is based on 12 value inventories, it not only is comprehensive but also combines three approaches used in designing value inventories. According to the two authors, these are the approaches that can be identified in the 12 value

inventories on which the meta-inventory was based: (a) rational-theoretical inventories (“conceptualized based on purely rational or a priori inventories”); (b) empirical-based inventories (those with value items that are “directly derived from empirical data based on survey, interview, or content analysis”); and (c) theoretical-empirical inventories (“developed through an initial rational or theoretical selection of items that can be put into an empirical test to get results” [p. 6]). At the same time, while it is more comprehensive than the 12 value inventories taken singly, it is still manageable to use (it involves only 16 value concepts, whereas some of the previous value inventories consist of as many as 56-66 value items).

My two other reasons for using the Cheng-Fleischmann meta-inventory are those that the two authors themselves pointed out:

Second, the meta-inventory removes the ambiguity and redundancy of value categories that previous value inventories might have. It minimizes the intercorrelation between categories to make each category unique and distinct from others....

Third, the meta-inventory is adaptable to suit the research context that researchers need for conducting various social inquiries. (p. 9)

For each of the 16 value concepts in the Cheng-Fleischmann meta-inventory, I drew up corresponding definitions that could be used in validating my research instrument, which I will describe later in this chapter. The definitions of the 16 value concepts are shown in table 1.

Table 1. The 16 Value Concepts and Their Definitions

<i>Value Concept</i>	<i>Definition</i>
1. “Freedom”	The power or right to act, speak, or think as one wants without hindrance or restraint, independence, self-government, self-determination, self-rule, sovereignty, authority, democracy
2. “Helpfulness”	The property of providing assistance or friendliness evidenced by a kindly and helpful disposition
3. “Accomplishment”	Something that has been achieved successfully, an activity that a person can do well as a result of study or practice, achievement, act, deed, exploit, performance, attainment, effort, feat
4. “Honesty”	The quality of being honest, integrity, uprightness, honourableness, honor, morality, morals, ethics, principles, high principles, righteousness
5. “Self-respect”	Pride and confidence in oneself; a feeling that one is behaving with honor and dignity; self-esteem, self-regard, faith in self
6. “Intelligence”	The ability to acquire and apply knowledge and skills, mental capacity, judgment, reasoning, understanding, comprehension
7. “Broad-mindedness”	The quality of being tolerant or liberal in one’s views and reactions; not easily offended; open-minded, progressive, unprejudiced, unbiased, unbigoted
8. “Creativity”	The use of imagination or original ideas; inventiveness, imagination, innovation, individuality
9. “Equality”	A state of being equal, especially in status, rights, and opportunities; fairness, equity, impartiality
10. “Responsibility”	The state or fact of having a duty to deal with something or of having control over someone; authority, control, power, leadership
11. “Social order”	A particular set system of linked social structures, institutions, relations, customs, values, and practices that conserve,

	maintain, and enforce certain patterns of relating and behaving
12. “Wealth”	An abundance of valuable possession; affluence, prosperity, riches, substance, fortune
13. “Justice”	Just behavior or treatment; fairness, objectivity, neutrality
14. “Competence”	The ability to do something successfully or efficiently, capability, ability, proficiency, expertise, skill, prowess, mastery, talent
15. “Security”	A state of being free from danger or threat
16. “Spirituality”	The quality or state of being concerned with religion and religious matters, the quality or state of being spiritual

In relation to leadership dispositions and as I mentioned in chapter II, I found two instruments that have been formulated to assess the dispositions of school leaders: (1) the *School Leader Dispositions Inventory* (SLDI) and (2) the *ISLLC Self-Assessment Tool*. I chose to use the second tool (see appendix A) because it was accessible in full online. The SLDI is described or mentioned in various articles, but none of the sources I consulted showed the exact content of the instrument. I found it difficult to compare the two tools and thus decided to use the second. However, since my second key variable was “leadership dispositions,” I made use only of the “disposition indicators” portion of the tool.

The tool is based on the six ISLLC Standards for School Leaders shown in table 2.

Table 2. The Six ISLLC Standards for School Leaders

<i>ISLLC Standard Number</i>	<i>Description</i>
1	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resource for a safe, efficient, and effective learning environment.
4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and an ethical manner.
6	A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Research Instrument

For my main research instrument, I put together and used a self-designed survey questionnaire consisting of two parts (aside from a section that asked for demographic data from the respondents).

Part I, titled “Personal Values,” focused on the personal values system of the respondent. For this part, I formulated four statements for each of the 16 value concepts in the Cheng-Fleischmann meta-inventory. Table 3 shows the 64 statements, grouped by value concept but numbered in the order of their appearance in the survey questionnaire.

Table 3. The 64 Statements on Value Concepts Used in the Survey Questionnaire

<i>Value Concept</i>	<i>Statement Number</i>
1. "Freedom"	<p>1. I give my teachers freedom in deciding what to teach and how to teach it.</p> <p>2. I value being empowered to decide for my department.</p> <p>33. I let my teachers speak up for what they believe in, even if I have a different opinion about it.</p> <p>34. I tend to speak my mind, even if my opinion is not very popular.</p>
2. "Helpfulness"	<p>3. It is important for me that my teachers know and enjoy helping each other.</p> <p>4. I make it a point to have time to help my teachers with every concern they have regarding instruction.</p> <p>35. I enjoy assisting my teachers in any way I can.</p> <p>36. I believe collaboration is important in a department.</p>
3. "Accomplishment"	<p>5. It is important for me to get things done, to meet deadlines, and for the department, teachers, and students to grow.</p> <p>6. I value my accomplishments and the accomplishments of the department.</p> <p>37. My department is an outcomes- or performance-based department.</p> <p>38. I put a lot of effort in performing and accomplishing my task, and I ask the same from my teachers.</p>
4. "Honesty"	<p>7. It is important for me that my teachers could tell me the truth, even if it is something that is hard to accept or admit.</p> <p>8. I make it a point to be honest with my teachers, even if it means not being popular.</p> <p>39. I admire teachers who show integrity in their work.</p> <p>40. I encourage my teachers to have high moral standards.</p>
5. "Self-respect"	<p>9. I appreciate it when my teachers have self-respect.</p> <p>10. I value my self- worth.</p> <p>41. I do not do things that would compromise my name and the name of the school.</p> <p>42. I urge my teachers not to do things that would compromise their name and the name of the school.</p>
6. "Intelligence"	<p>11. I want my teachers to be very knowledgeable about their subject matter.</p> <p>12. Knowing things is important for me.</p> <p>43. I am confident of my judgment calls.</p> <p>44. I admire teachers who show good judgment calls.</p>
7. "Broad-mindedness"	<p>13. I want my teachers to have an attitude of openness toward their students and colleagues and toward the subject matter that they teach.</p> <p>14. I am broad-minded.</p> <p>45. I am not easily offended by opinions different from mine.</p> <p>46. I tend to be understanding towards my teachers because I want them to be also more understanding toward others.</p>
8. "Creativity"	<p>15. I highly regard creative teachers.</p> <p>16. I am proud of my creative side.</p> <p>47. I always come up with innovative ways of doing things.</p> <p>48. I urge my teachers to be innovative in their teaching.</p>

9. "Equality"	17. It is important for me that my teachers are fair in their treatment of their students and their colleagues. 18. I am proud to say that I always treat my teachers and colleagues fairly. 49. I always give everyone an equal chance to grow. 50. I always give my teachers equal tasks/responsibilities.
10. "Responsibility"	19. It is important for me that my teachers are responsible in every aspect of their work (teaching, lesson planning, monitoring of at-risk students, home visitations, etc.). 20. I hold myself responsible for what I think, say, and do. 51. I empower my teachers to lead themselves. 52. I accept the fact that I have a duty to my school, teachers, and the students, and I intend to perform this duty well.
11. "Social order"	21. It is important for me that my teachers adhere to social order. 22. I always adhere to social order. 53. I respect the culture of the institution that I belong to. 54. I value my relationship with my colleagues.
12. "Wealth"	23. I want my teachers to feel that they are well compensated for their work. 24. I want to feel that I am well compensated for my work. 55. I enjoy the compensation I get from my work. 56. Although a job well done is its own reward, I believe that proper compensation is important for work satisfaction.
13. "Justice"	25. I expect my teachers to reward/commend their students for the things they do well and to sanction or reprimand them for their wrong doings. 26. It is important for me to reward/commend my teachers for the things they do well and to sanction or reprimand them for their wrong doings. 57. I remain objective when dealing with sensitive matters. 58. I do not let my emotions cloud my judgment.
14. "Competence"	27. I want my teachers to be always competent. 28. I strive hard in order to be competent. 59. I always meet deadlines without compromising the quality of my work. 60. I make it a point to always give my best.
15. "Security"	29. I see to it that my teachers feel safe/comfortable with me. 30. I want to feel safe and secure in the workplace. 61. I make it a point to help my teachers feel secure in their work. 62. I refrain from using threats in order to get what I want from my teachers.
16. "Spirituality"	31. I want my teachers to be God-fearing. 32. I value my relationship with God. 63. I respect the personal beliefs of my teachers. 64. I always ask myself if the things I would do would honor God.

I laid out the 64 statements in table format, with each statement requiring the respondent to indicate the degree of his or her disagreement or agreement with the statement using a five-point rating scale (with "1" for "Strongly disagree" and "5" for "Strongly agree").

Then for Part II, titled "Leadership-Related Beliefs and Commitment," I added the 44 statements corresponding to the "disposition indicators" of the ISLLC Self-Assessment Tool for the six ISLLC Standards for School Leaders, keeping the format of the tool, including the four-point rating scale (with "1" for "little extent" to "4" for "exemplary extent" of practice).

The full survey questionnaire that I crafted is shown in appendix B.

I then requested three faculty members of the School of Education and Human Development of UA&P to validate the survey questionnaire. After the instrument was validated, I pretested it with three department heads of another public high school in my division. I attached a feedback sheet (see appendix C) to the survey questionnaire.

Two of the three respondents took 30 minutes, while the third needed only 15-20 minutes to answer the questionnaire, including the request for demographic information. The first two respondents both indicated that they did not find any "confusing, ambiguous,

redundant, or superfluous questions or choices of answer” in the questionnaire. The third respondent first replied that she found problematic items in Parts I and II but did not identify the specific items. When I asked her to clarify her written answer, she said that the directions for both Parts I and II were “a little too long” and that she got confused by a typographical error in Part II (instead of a □ mark, what appeared was “!!”) in her copy. However, she said that she found no confusing statement in the two parts. Two respondents rated the questionnaire “friendly enough” and the third, “very friendly.”

Given the generally positive feedback from the pretest respondents, I did not see any need to modify or adjust the survey questionnaire. So, I distributed copies of it to the eight department heads in my school.

Research Participants

The eight survey respondents were the heads of the following departments in my school: (1) English; (2) Mathematics; (3) Science; (4) *Aralin Panlipunan*; (5) Music, Arts, Physical Education, and Health; (6) *Edukasyon sa Pagpapakatao*; (7) Technology, Livelihood, and Economics; and (8) Filipino. Table 4 shows the profile of the eight department heads.

Four of the eight respondents had been in the service for more than 20 years, three for 15 years or more, and one for more than 10 years. The data indicate that the eight department heads are tenured in the teaching profession. As for length of service as department head, the longest had been serving for eight years and the shortest for three years.

Four respondents reported having served as leaders or officers in organizations. Four also indicated that they had received training on leadership. When I asked these four about the nature of their training, they confirmed that it had nothing to do with either values or leadership dispositions; instead it was geared toward preparation for the shift to K-12.

Eight Department Heads Who Responded to the Survey

		RESPONDENTS							
		1	2	3	4	5	6	7	8
Office		31	21	18	15	12	36	29	15
Department		7	5	5	3	6	8	5	4
Officer		N/A	N/A	President	N/A	N/A	President	Secretary/ Ethics Committee	Treasurer
Position		N/A	N/A	-----FILMAN	N/A	N/A	Division Association of English Head Teachers and Coordinator	Central Fire and EMS Volunteer Association Inc.	LIWANAG Faculty Club
		N/A	N/A	Filipino Teacher of Liwanag Division	N/A	N/A	Teaching	LGU	Teacher Org
		N/A	N/A	5 years	N/A	N/A	10 years	5 years	4 years
Event		Seminar- Workshop on Instructional Leadership for Secondary Head Teachers and Subject Area Coordinators	N/A	Training Program on School Governance and Operation	N/A	N/A	Seminar- Workshop on Instructional Leadership for Secondary Head Teachers and Subject Area Coordinators	N/A	Seminar- Workshop on Instructional Leadership for Secondary Head Teachers and Subject Area Coordinators
		Nov. 14-15, 2013 Pansol, Laguna	N/A	September 1-3, 2015 DepEd, NCR	N/A	N/A	Nov. 14-15, 2013 Pansol, Laguna	N/A	Nov. 14-15, 2013 Pansol, Laguna
		DepEd	N/A	DepEd Regional	N/A	N/A	DepEd	N/A	DepEd

I also informally asked the respondents if they had gone through some kind of formal training before taking on the role of a department head. All answered that they had not undergone any formal training and that most of the preparation that they had for their present position was gained through the experience of being a coordinator. They added that any training that they had received involving leadership came only after assuming the coordinator/department head position.

From all indications, there seems to be no specific training program in place for those being considered for appointment as department heads. The present practice may be described as “learning on the job” or “learning by doing and while doing.” Moreover, if department heads receive any formal preparation or training at all, it rarely focuses on values or leadership dispositions.

Chapter IV PRESENTATION OF DATA

Responses to Part I of Survey Questionnaire

Part I of the survey questionnaire asked about the respondents’ personal values. The average “agreement” ratings of the eight respondents for the 16 value concepts in the Cheng-Fleischmann meta-inventory are shown in table 5.

Table 5. Average “Agreement” Ratings for 16 Value Concepts and for Eight Respondents

<i>Value Concept</i>	<i>Respondents</i>								Ave.
	1	2	3	4	5	6	7	8	
17. “Freedom”	4.00	4.75	4.00	4.75	4.25	4.75	4.75	5.00	4.53
18. “Helpfulness”	5.00	4.50	4.00	4.50	4.50	5.00	5.00	5.00	4.69
19. “Accomplishment”	5.00	4.50	4.25	4.75	4.00	4.75	5.00	5.00	4.66
20. “Honesty”	5.00	4.75	4.50	4.25	4.50	5.00	5.00	5.00	4.75
21. “Self-respect”	5.00	4.25	4.50	5.00	4.75	5.00	5.00	5.00	4.81
22. “Intelligence”	4.75	4.75	3.50	4.00	4.75	4.75	5.00	5.00	4.56
23. “Broad-mindedness”	4.75	4.75	4.00	4.50	4.00	4.50	4.75	5.00	4.53
24. “Creativity”	5.00	4.50	4.75	4.00	4.25	4.75	5.00	4.50	4.59
25. “Equality”	5.00	4.75	4.00	4.75	4.00	4.75	5.00	5.00	4.66
26. “Responsibility”	4.75	4.50	4.00	4.75	4.00	5.00	5.00	5.00	4.63
27. “Social order”	4.75	4.50	3.75	5.00	4.00	4.50	5.00	5.00	4.56
28. “Wealth”	3.75	4.75	4.00	4.75	4.00	5.00	5.00	5.00	4.53

29. "Justice"	5.00	4.50	4.75	4.00	4.00	4.50	5.00	5.00	4.59
30. "Competence"	4.75	4.50	4.75	5.00	4.00	4.75	4.25	5.00	4.63
31. "Security"	4.50	4.50	4.00	4.75	3.75	4.75	5.00	5.00	4.53
32. "Spirituality"	5.00	4.25	4.00	4.75	4.50	5.00	5.00	4.75	4.66
Average "agreement" rating for all 16 value concepts	4.75	4.56	4.17	4.59	4.20	4.80	4.92	4.95	4.62

Legend: 1.00 Strongly disagree
2.00 Disagree
3.00 Neither agree nor disagree
4.00 Agree
5.00 Strongly agree

The numbers shown in table 5 indicate that, both individually and collectively, the eight respondents "strongly agree" with the 16 value concepts. The average "agreement" ratings for each of the 16 value concepts, as well as the average "agreement" ratings for all 16 items, are all between "Agree" (4.00) and "Strongly agree" (5.00).

Table 6 ranks the 16 value concepts on the basis of the average "agreement" ratings given by the eight respondents.

Table 6. Ranking of 16 Value Concepts (Based on Average "Agreement" Ratings)

Value Concept	Average "Agreement" Rating for All Respondents	Number of Respondents Who Gave Ratings of			
		5.00	5.00 > X > 4.50	4.50 ≥ X ≥ 4.00	Below 4.00
"Self-respect"	4.81	5	1	2	0
"Honesty"	4.75	4	1	3	0
"Helpfulness"	4.69	4	0	4	0
"Spirituality"	4.66	3	2	3	0
"Accomplishment"	4.65	3	2	2	0
"Equality"	4.65	3	3	2	0
"Competence"	4.63	2	3	3	0
"Responsibility"	4.63	3	2	3	0
"Creativity"	4.59	2	2	4	0
"Justice"	4.59	3	1	4	0
"Social order"	4.56	3	1	3	1
"Intelligence"	4.56	2	4	1	1
"Freedom"	4.53	1	4	3	0
"Broad-mindedness"	4.53	1	3	4	0
"Security"	4.53	2	2	3	1
"Wealth"	4.53	3	2	2	1

As shown in table 6, the value concept that received the highest average "agreement" rating from the eight respondents was "self-respect" (4.81). Moreover, all 16 value concepts got average ratings higher than 4.50—in other words, closer to "Strongly agree" (5.00) than to "Agree" (4.00). The lowest average rating was 4.53, given to these four value concepts: "freedom," "broad-mindedness," "security," and "wealth."

Table 7 shows the distribution of the “agreement” ratings for the 16 value concepts for all eight respondents across the five-point rating scale. Table 8 shows the ranking of the eight respondents on the basis of their average “agreement” ratings for all 16 value concepts.

Table 7. Distribution of “Agreement” Ratings across the Five-Point Rating Scale

<i>Number of Value Concepts with “Agreement” Ratings of</i>	<i>Respondents</i>								<i>Total</i>
	1	2	3	4	5	6	7	8	
5.00	8	0	0	3	0	6	13	14	44
5.00 > X > 4.50	5	6	3	7	2	7	2	1	33
4.50 ≥ X ≥ 4.00	2	10	11	6	13	3	1	1	47
Below 4.00	1	0	2	0	1	0	0	0	4
Average “agreement” rating for all 16 value concepts	4.75	4.56	4.17	4.59	4.20	4.80	4.92	4.95	4.59

Table 8. Ranking of Respondents (Based on Average Ratings for All 16 Value Concepts)

<i>Rank</i>	<i>Respondent No.</i>	<i>Average “Agreement” Rating for All 16 Value Concepts</i>	<i>Years in Service</i>	<i>Years as Department Head</i>
1	#8	4.95	15	4
2	#7	4.92	29	5
3	#6	4.80	36	8
4	#1	4.75	31	7
5	#4	4.59	15	3
6	#2	4.56	21	5
7	#5	4.20	12	6
8	#3	4.17	18	5
Average		4.59	22.13	5.38

As may be seen in table 7, the eight respondents indicated generally “strong” agreement with all 16 value concepts, with respondents #8 (4.95), #7 (4.92), and #6 (4.80) giving the highest average “agreement” ratings. However, it may be noted in table 8 that

there seems to be no clear association between the average strength of agreement with the 16 value concepts and the years of service or years in position as department head.

Ten value concepts received ratings of 5.00 (“Strongly agree”) from at least three of the eight respondents (see table 9). “Helpfulness” and “honesty” topped the list, each with ratings of 5.00 from four respondents.

Table 9. Value Concepts Given Rating of 5.00 by At Least Three Respondents

<i>Value Concept</i>	<i>No. of Respondents Who Gave Rating of 5.00</i>
“Helpfulness”	4
“Honesty”	4
“Accomplishment”	3
“Self-respect”	3
“Equality”	3
“Responsibility”	3
“Social order”	3
“Wealth”	3
“Justice”	3
“Spirituality”	3

On the other hand, three respondents gave “agreement” ratings below 4.00 (“Agree”) to four value concepts:

Respondent #1: “Wealth” (3.75)

Respondent #3: “Social order” (3.75), “intelligence” (3.50)

Respondent #5: “Security” (3.75)

Responses to Part II of Survey Questionnaire

The second part of the survey questionnaire sought to find out the leadership dispositions of the respondents. Table 10 presents a summary of the responses of the eight department heads to the statements on the “disposition indicators” for the six ISLLC Standards for School Leaders.

Table 10. Summary of Responses to “Disposition Indicators”

<i>ISLLC Standards</i>	<i>Respondents</i>								Average
	1	2	3	4	5	6	7	8	
1	3.86	3.00	3.00	3.28	3.00	4.00	3.12	3.00	3.28

2	3.88	3.50	3.00	3.25	3.00	3.88	4.00	3.00	3.44
3	3.71	3.28	3.00	3.57	3.00	3.71	3.57	3.14	3.37
4	3.88	3.00	3.00	3.00	3.00	3.62	3.00	3.50	3.25
5	3.75	3.50	3.00	4.00	3.00	3.88	3.38	3.88	3.55
6	3.80	3.60	3.60	3.20	3.00	3.80	3.20	3.60	3.48
Average	3.81	3.31	3.10	3.38	3.00	3.82	3.38	3.35	3.39

Legend: 1.00 Little extent
 2.00 Some extent
 3.00 Sufficient extent
 4.00 Exemplary extent

The numbers in table 10 show that the reported extent of practice of the eight respondents in relation to the “disposition indicators” for each and for all of the six ISLLC standards is, on the average, between “Sufficient” (3.00) and “Exemplary” (4.00). The highest average rating was given to Standard 5 (3.55) and the lowest to Standard 4 (3.25).

Table 11 ranks the eight respondents on the basis of their average ratings for the six ISLLC standards.

Table 11. Ranking of Eight Respondents for “Disposition Indicators”

<i>Rank</i>	<i>Respondent No.</i>	<i>Average Rating for Six ISLLC Standards</i>	<i>Years in Service</i>	<i>Years as Department Head</i>
1	#6	3.82	36	8
2	#1	3.81	31	7
3-4	#4	3.38	15	3
	#7	3.38	29	5
5	#8	3.35	15	4
6	#2	3.31	21	5
7	#3	3.10	18	5
8	#5	3.00	12	6
Average		3.39	22.13	5.38

It may be noted in table 11 that the top two respondents (#6 and #1) are the ones with the longest years of service (36 and 31 years, respectively) and the longest tenure as department head (eight and seven years, respectively). The lowest-ranked respondent (#5 with an average rating of 3.00) has the fewest years of service (12).

Only the top two respondents have average ratings above 3.50. The six others, especially respondents #3 and #5, have noticeably lower averages.

Chapter V DISCUSSION OF FINDINGS

In this chapter, I will discuss the findings of my study and answer the research questions and main research problem that I posed at the beginning of my study. The discussion will largely draw on the data presented in chapter IV.

Answer to Research Question #1

This was my first research question: *How may the personal values systems of the department heads of Liwanag Public High School be described? How do these personal values systems match with the set of values contained in the vision and mission statement adopted and prescribed by the Department of Education for Philippine schools?*

The following observations may be said regarding the data on the personal values systems of the eight department heads of Liwanag Public High School as presented in chapter IV:

Individually and collectively, the eight respondents “strongly agreed” with the 16 value concepts in the Cheng-Fleischmann meta-inventory. All 16 value concepts got average ratings higher than 4.50, with an overall average of 4.62 for the 16 items.

The top value concepts were “self-respect” (4.81), “honesty” (4.75), “helpfulness” (4.69), “spirituality” (4.66), “accomplishment” (4.65), and “equality” (4.65). The lowest-ranked items were “freedom,” “broad-mindedness,” “security,” and “wealth”—all four getting the same average rating (4.53).

“Helpfulness” and “honesty” both got ratings of 5.00 (“Strongly agree”) from four respondents. Eight other value concepts each received ratings of 5.00 from three respondents: “accomplishment,” “self-respect,” “equality,” “responsibility,” “social order,” “wealth,” “justice,” and “spirituality.”

While the eight respondents as a group indicated generally “strong” agreement with all 16 value concepts, no clear association could be noted between the respondents’ average strength of agreement with the 16 value concepts and their years of service or years in position as department head.

It is worth mentioning that all eight respondents have been in the service for more than 10 years. Their average length of service is 22 years. In fact, three have been in the service for at least 29 years. So, it is highly probable that they have acquired the reported values through their years in the service. One respondent even mentioned to me that the things she knows now as a department head she has obtained through many years of experience, as well as through trial and error.

As shown in table 6 (p. 40), the top value concept that emerged in the survey was “self-respect,” followed by “honesty” and “helpfulness.” My experience in interacting with the survey respondents in my school confirms that all the department heads do value their self-worth and possess a sense of pride in themselves for holding the position that they currently have. I am well aware that in a “big school” like Liwanag, there is keen competition for promotion. So, being appointed to the position of department head is in some way perceived as a reflection of the appointee’s capability.

As for “honesty,” it so happens that “Honesty is the best policy” is actually the motto of DepEd and all government agencies nationwide. In fact, at Liwanag Public High School, as in all public schools in the country, every room is required to have this slogan posted along with the DepEd Mission, Vision, and Core Values. It is no wonder then that the department heads had put a premium on honesty in their responses to Part I of my survey questionnaire.

I am not surprised that “helpfulness” ranked third on the list. I know the respondents personally and have observed them at work. So, I could attest that the majority of them enjoy helping the teachers in their departments and that they see the chance to share their knowledge and skills as an opportunity to help their teachers develop and grow professionally.

I matched the 16 value concepts in the Cheng-Fleischmann meta-inventory, on one hand, and, on the other, the four DepEd Core Values and the 10 “Professional and Personal Characteristics” listed in Part II of PAS Form B-2 (Performance Appraisal System for School Administrators). Tables 12 and 13 show the results of my matching.

Table 12. DepEd Core Values/Professional and Personal Characteristics of School Administrators and Matching Value Concepts in Cheng-Fleischmann Meta-Inventory

<i>DepEd Core Values</i>	<i>Value Concepts in Cheng-Fleischmann Meta-Inventory</i>
<i>Maka-Diyos</i>	Helpfulness (2), honesty (4), self-respect (5), broad-mindedness (7), responsibility (10), social order (11), justice (14), spirituality (16)
<i>Maka-tao</i>	Freedom (1), helpfulness (2), honesty (4), broad-mindedness (7), equality (9), responsibility (10), social order (11), justice (14), spirituality (16)
<i>Makakalikasan</i>	Helpfulness (2), honesty (4), responsibility (10), social order (11), justice (14), spirituality (16)
<i>Makabansa</i>	Freedom (1), helpfulness (2), honesty (4), self-respect (5), broad-mindedness (7), equality (9), responsibility (10), social order (11), justice (14), security (15), spirituality (16)
<i>Professional and Personal Characteristics of School Administrators</i>	
Decisiveness	Freedom (1), intelligence (6), responsibility (10), justice (14)
Honesty/integrity	Honesty (4), self-respect (5), responsibility (10), social order (11), justice (14), spirituality (16)
Dedication/commitment	Accomplishment (3), honesty (4), self-respect (5), responsibility (10), social order (11), justice (14), spirituality (16)
Initiative/resourcefulness	Freedom (1), intelligence (6), creativity (8), responsibility (10)
Courtesy	Helpfulness (2), broad-mindedness (7), equality (9), responsibility (10), social order (11), justice (14), spirituality (16)
Human relations	Helpfulness (2), honesty (4), self-respect (5), intelligence (6), broad-mindedness (7), equality (9), responsibility (10), social order (11), justice (14), spirituality (16)
Leadership	Freedom (1), helpfulness (2), accomplishment (3), honesty (4), self-respect (5), intelligence (6), broad-mindedness (7), creativity (8), equality (9), responsibility (10), social order (11), competence (13), justice (14), spirituality (16)
Stress tolerance	Self-respect (5), intelligence (6), broad-mindedness (7),

	responsibility (10), social order (11), spirituality (16)
Fairness/justice	Honesty (4), equality (9), responsibility (10), social order (11), justice (14), spirituality (16)
Proper attire/good grooming	Self-respect (5), responsibility (10), social order (11), spirituality (16)

Table 13. Matching of DepEd Core Values/Professional and Personal Characteristics of School Administrators and Meta-inventory of Human Values

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	Freq
1		✓		✓	✓			✓			✓				5
2	✓	✓	✓	✓					✓	✓	✓				7
3							✓				✓				2
4	✓	✓	✓	✓		✓	✓			✓	✓		✓		9
5	✓			✓		✓	✓			✓	✓	✓		✓	8
6					✓			✓		✓	✓	✓			5
7	✓	✓		✓					✓	✓	✓	✓			7
8								✓			✓				2
9		✓		✓					✓	✓	✓		✓		6
10	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	14
11	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	12
12															0
13											✓				1
14	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓		11
15				✓											1
16	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	12
Freq	8	9	6	11	4	6	7	4	7	10	14	6	6	4	

Legend:

DepEd Core Values/Professional
and Personal Characteristics of
School Administrators

Meta-inventory of Human Values

A Maka-Diyos

1 Freedom

B Maka-tao

2 Helpfulness

C Makakalikasan

3 Accomplishment

D Makabansa

4 Honesty

E Decisiveness

5 Self-respect

F Honesty/integrity

6 Intelligence

G Dedication/commitment

7 Broad-mindedness

H Initiative/resourcefulness

8 Creativity

I Courtesy

9 Equality

J Human relations

10 Responsibility

K	Leadership	11	Social order
L	Stress tolerance	12	Wealth
M	Fairness/justice	13	Competence
N	Proper attire/good grooming	14	Justice
		15	Security
		16	Spirituality

It may be noted in table 13 that value concept #12 (“Wealth”) has no matching DepEd core value or professional and personal characteristic for school administrators, while value concept #13 (“Competence”) has only one matching professional and personal characteristic (“Leadership”).³

Using the frequency counts shown in table 13, I ranked the 16 value concepts in the Cheng-Fleischmann meta-inventory in the order of decreasing number of matching DepEd core values and professional and personal characteristics of school administrators (see table 14).

Table 14. Ranking of 16 Value Concepts (Based on Number of Matching DepEd Core Values and Professional and Personal Characteristics of School Administrators)

<i>Rank</i>	<i>Value Concept</i>
1	Responsibility
2-3	Spirituality Social order
4	Justice
5	Honesty
6	Self-respect
7-8	Helpfulness Broad-mindedness
9	Equality
10-11	Freedom Intelligence
12-13	Accomplishment Creativity
14-15	Competence Security
16	Wealth

I then compared the ranking of the 16 value concepts presented in table 14 with the ranking of the same 16 items based on the responses of the eight department heads (see table 15).

Table 15. Comparison of Rankings of 16 Value Concepts (Based on Tables 6 and 14)

³ This may also be partly explained by the fact that “occupational competence” forms a separate category in PAS Form B-2 (Performance Appraisal System for School Administrators) (see chapter II, p. 25).

<i>Based on Responses of Department Heads (see Table 6)</i>		<i>Based on DepEd Core Values and Professional and Personal Characteristics of School Administrators (see Table 14)</i>	
<i>Rank</i>	<i>Value Concept</i>	<i>Rank</i>	<i>Value Concept</i>
1	Self-respect	1	Responsibility
2	Honesty	2-3	Spirituality Social order
3	Helpfulness	4	Justice
4-6	Accomplishment Equality Spirituality	5	Honesty
7-8	Responsibility Competence	6	Self-respect
9-10	Creativity Justice	7-8	Helpfulness Broad-mindedness
11-12	Social order Intelligence	9	Equality
13-16	Freedom	10-11	Freedom Intelligence
	Broad-mindedness	12-13	Accomplishment Creativity
	Wealth	14-15	Competence Security
	Security	16	Wealth

The following observations may be made regarding the comparative rankings shown in table 15:

“Wealth” and “security” are at the bottom in both rankings. The responses of the respondents in relation to these two value concepts are in line with the low priority given to the same two value concepts from the DepEd perspective. Perhaps this correspondence reflects the culture of frugality that can be observed in public schools and among public school personnel in general. At the same time, however, the economic welfare and security of people teaching and working in public schools cannot be neglected or compromised precisely because school teachers and administrators play a crucial role in the country’s educational system.

The contrast at the top of the two sets of rankings is likewise noteworthy. The highest-ranked value concepts are quite different from the perspectives of the survey respondents and of DepEd documents. The eight department heads give high importance to “self-respect,” “honesty,” and “helpfulness.” From the DepEd perspective, however, “responsibility,” “spirituality,” “social order,” and “justice” should be on top of the list. It may be noted that the survey respondents give relatively lower priority to “responsibility,” “justice,” and “social order.” This disparity in perceived priorities may need to be addressed.

A third observation that can be made has to do with the value concept of “competence.” It is given only a middle ranking by the survey respondents, but even more alarming is its being close to the bottom in the ranking of the 16 value concepts from the DepEd perspective. Considering the need to improve the quality of education being provided in public schools and given the DepEd’s current emphasis on outcomes-based education, “competence” should be very much at the top of the list of value concepts for school administrators and teachers, as well as for DepEd as a whole.

Answer to Research Question #2

This was the second research question I posed: *How may the leadership dispositions of the department heads be described? How do these leadership dispositions match with the department heads' leadership roles and responsibilities?*

As presented in table 10 (p. 43), the extent of the eight respondents' reported practice of the "disposition indicators" specified in Part II of the survey questionnaire is, on the average, between "Sufficient" (3.00) and "Exemplary" (4.00) for each and for all of the six ISLLC Standards for School Leaders.

Table 16 shows the ranking of the six ISLCC standards based on the respondents' reported practice of the "disposition indicators" corresponding to the standards.

Table 16. Ranking of the Practice of "Disposition Indicators" for the ISLCC Standards for School Leaders as Reported by the Eight Respondents

<i>Rank</i>	<i>ISLCC Standard Number</i>	<i>Description</i>	<i>Average Rating for All Respondents</i>
1	5	"A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and an ethical manner."	3.55
2	6	"A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context."	3.48
3	2	"A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth."	3.44
4	3	"A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resource for a safe, efficient, and effective learning environment."	3.37
5	1	"A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community."	3.28
6	4	"A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources."	3.25
Average for Six Standards			3.39

Legend 3.00 = Sufficient extent 4.00 = Exemplary extent

The highest average rating was given to Standard 5 (3.55) and the lowest to Standard 4 (3.25). The lower ratings given to Standards 3, 1, and 4 indicate several priority areas for

improvement in relation to the eight respondents' leadership dispositions as a group, including the following: *management of key aspects of the learning environment, development and promotion of a shared vision of learning, and home-school-community collaboration*. These priority areas have aspects related to the four main responsibilities of department heads as stated in the DepEd's Individual Performance Commitment and Review Form (IPCRF): leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

In relation to leadership dispositions, it may be noted in tables 10 (p. 43) and 11 (p. 44) that the two respondents with the highest average ratings (#6 with 3.82 and #1 with 3.81) are also the ones with the longest years of service (36 and 31 years, respectively) and the longest tenure as department head (eight and seven years, respectively). The two seem to have benefited the most from their years of service and experience in relation to the development of their leadership dispositions. In contrast, the respondent with the fewest years of service (#5 with 12 years) reported the lowest average rating (3.00). The five other respondents all had average ratings below 3.50.

These results can be used as a basis for determining the specific areas in which the individual respondents, especially the six respondents with average ratings lower than 3.50, can be helped in terms of leadership development.

Answer to Research Question #3 and Main Research Problem

This was my third research question: *What do the findings imply for school leadership development in Liwanag Public High School?* In answering it, the main research problem (*What do the personal values systems and leadership dispositions of the department heads of Liwanag Public High School imply for school leadership development in the school?*) may also be considered addressed.

In relation to my first research question, the results of my study indicate that the eight department heads have generally healthy personal values systems. As individuals and as a group, they "strongly agreed" with the 16 value concepts in the Cheng-Fleischmann meta-inventory.

I do not claim to know the respondents very well, but it is not surprising for me to see, for example, that "self-respect" and "helpfulness" are among their top value concepts. I can attest that the majority of the respondents live these two values in their work in school.

The respondents gave low rankings to the value concepts of "wealth" and "security." In a sense, these results are not unexpected for several reasons: the culture of frugality that still characterizes many public schools and public school administrators and teachers in the country, the dedication and commitment of many public school educators despite their very trying work conditions, and the higher value given to the intrinsic, rather than the extrinsic or material, rewards of teaching as a profession. Nonetheless, these reasons should not serve as an excuse for failing to give due attention to the improvement of the economic welfare and security of public school administrators and teachers.

While the value concepts of "responsibility," "justice," and "social order" rank high from the DepEd perspective, they got relatively lower ratings from the respondents. This disparity deserves further examination. It may signal the need to give these value concepts greater emphasis in the preparation and training of department heads.

"Competence" is another value concept that ranked low in my analysis of the DepEd's core values and professional and personal characteristics of school administrators vis-à-vis the Cheng-Fleischmann meta-inventory. This finding needs to be looked into more deeply, given the DepEd's present emphasis on outcomes-based education and the clear need to improve the quality of instruction in most public schools.

The eight respondents ranked “competence” in the middle of the list of the 16 value concepts. Precisely because of their leadership role, competence should be high up on the scale of personal and professional values of school administrators. This is a point that should be highlighted in the leadership training and development of department heads.

In relation to my second research question, the survey results indicate that, in general, the eight department heads considered the extent of their practice of the “disposition indicators” corresponding to the six ISLLC Standards for School Leaders between “sufficient” and “exemplary.” However, the ratings corresponding to specific ISLLC standards indicate the need for improvement in the respondents’ leadership dispositions in relation to the following areas: management of key aspects of the learning environment, development and promotion of a shared vision of learning, and home-school-community collaboration. These areas can be given due emphasis in the preparation and training of department heads, taking into account their four main responsibilities: leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources.

The survey results for “leadership dispositions” will also be useful for crafting individual professional and leadership development plans for the eight department heads, especially for the six respondents whose average ratings were below 3.50. The results shown in table 10 (p. 43) indicate the relative strengths and weaknesses of the eight department heads with respect to the six ISLCC Standards for School Leaders. Respondents #3 and #5 may need special help in this regard, since their ratings for all six standards are noticeably lower than those of their peers.

These and other implications that can be gleaned from my study can serve as inputs for a leadership and management development program that can be designed and implemented for the benefit of the present and future department heads in Liwanag Public High School. The program can include master teachers, since they also have an instructional leadership role in the school.

I would like to point out that the inputs that can be drawn from my study are related mainly to *values* and *leadership dispositions* and that they will just be one set of inputs for the proposed program. Other components will have to be included, especially those that concern the aspects of *knowledge* and *skills* that school leaders and managers, including department heads, need in order to do well on the job.

Chapter VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The point of departure of my study was my keen interest in two related themes that caught my attention while doing graduate studies at UA&P: *values-based leadership* and *shared leadership* in a school.

I came to realize that shared leadership calls for the development of leaders at all levels of the organization and, therefore, there is a need for the proper selection, preparation, orientation, and training of the candidates being considered for leadership positions. I also realized that in schools, the focus of attention in relation to leadership development should go beyond. For one thing, the principal cannot be expected to carry out all the complex roles and responsibilities of school leadership by herself.

It likewise became clear to me that values-based leadership in a school must begin with the principal and that, as in the case of shared leadership, the proper values must be instilled, shared, and practiced at all levels of the school as an organization.

In reviewing the literature on school leadership, however, I noted that a great deal of attention was being given to the principal, as a consequence of which relatively much fewer studies were available on the other people who form part of the school leadership and who play key roles in support of the work of the principal. This insight led me to think about my school and what I could do to contribute to the promotion and practice of both shared and values-based leadership in the school and among my colleagues.

Upon learning that there was (and there still is) no training and development program for department heads not only in my school but also in the other schools in my division, I decided to do a study on the personal values systems and leadership dispositions of the eight department heads in my school. I had in mind the goal of generating information and insights that could serve as inputs to a leadership development program that could be designed for the benefit of present and future department heads in my school and perhaps eventually in our school division as well.

I thought of focusing on personal values because the related literature clearly indicated that the personal values of school leaders strongly influence their leadership practices and the kind of culture, organizational structure, and relationships they establish in their schools. At the same time, the related literature highlighted the importance of looking into leadership dispositions, not only because leadership traits and skills had already received much attention from researchers but also because leadership dispositions, like values, have important repercussions on all the other aspects of school leadership.

For my study, I crafted a two-part survey questionnaire (one part probing into personal values and the other part into leadership dispositions), had it validated by UA&P faculty members, pretested it, and then asked the eight department heads in my school to answer it.

As presented in chapters IV and V, the survey results showed that the eight department heads had strong personal values systems, considered in relation to the meta-inventory of 16 value concepts drawn up by Cheng and Fleischmann (2010). As for leadership dispositions, the eight respondents' reported extent of practice of the "disposition indicators" corresponding to the six ISLLC Standards for School Leaders was between "sufficient" and "exemplary." Nonetheless, the survey results suggested the following areas for improvement in relation to the department heads' leadership dispositions: management of key aspects of the learning environment, development and promotion of a shared vision of learning, and home-school-community collaboration. The individual responses also reflected specific aspects in which each of the department heads needs improvement to be more effective in carrying out their four main responsibilities (leadership and governance, curriculum and learning, accountability and continuous improvement, and management of resources).

Recommendations

I presented the results of my study to my school principal, as well as to two officers in our school division, and discussed with them the idea of using my findings as possible inputs to the crafting of a leadership development program for department heads. They appreciated being informed about my findings and expressed openness to the suggested leadership development program. Nonetheless, they also gave the following recommendations, all of which I fully agree with:

1. My study could be expanded not only to cover more respondents (from other high schools in the division), but also to include (aside from department heads) master teachers, since the latter also have responsibilities related to instructional supervision.

2. The proposed leadership development program should consider not only personal values and leadership dispositions but also other aspects of school leadership and supervision, especially the knowledge and skills that school administrators need to be effective in their work, together with key performance indicators for the positions involved.

There, indeed, seems to be a clear need for the proposed leadership development program. The background information provided by the eight department heads in responding to my survey questionnaire shows that they have had relatively limited exposure to leadership training activities (seminars, courses, etc.). In fact, some of them admitted having gained what they now know about what being a department head really involves through experience or “trial and error” and only after having been appointed to the position.

It is fitting, as well as fair, that someone designated to carry out important and often delicate tasks and responsibilities, such as those of a department head, be given the necessary preparation and training and thus be equipped with at least the basic knowledge, skills, values, and attitudes needed to perform well and measure up to the standards of the institution. Expecting the person to “learn on the job” is tantamount to setting him or her up for failure.

There are a few other recommendations I would like to make, including the following:

1. Training programs in schools, especially those intended for administrators and teachers, should include the formation of values and dispositions that are in line with the vision, mission, and core values of the school concerned. Unless the appropriate values and dispositions are instilled, shared, and practiced, it will be difficult to ensure unity of purpose and effort among the school personnel.
2. The use of the Cheng-Fleischmann meta-inventory of 16 human value concepts in values development and training is strongly recommended for the reasons I cited in chapter III.
3. Aside from being helped to develop the appropriate values and leadership dispositions, department heads and teachers will also benefit from training and mentoring that can build up their competence (to improve their productivity and performance) and financial literacy (to enable them to address their economic and security needs).
4. The list of “occupational competence” and “professional and personal characteristics” enumerated in PAS Form B-2 (“Performance Appraisal System for School Administrators”) can be reviewed in relation to the six ISLLC Standards for School Leaders. My survey results indicated the need to include the content especially of Standards 1 and 5 in defining the “occupational competence” and “professional and personal characteristics” required of school administrators.

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A SURVEY OF DEPARTMENT HEADS

This is a two-part survey of the Department Heads of (name of school). In the first part, the survey respondents are asked to indicate the degree of their agreement or disagreement with specific statements or descriptions of situations that have to do with their personal values. In the second part, the respondents are asked to assess the extent of their belief in or commitment to certain indicators of educational leadership principles and practices.

The information to be gathered through this survey questionnaire will be used as a basis for drawing up a leadership development program for the Department Heads. Thus, the respondents are requested to answer the two parts of the survey questionnaire as candidly and truthfully as they can.

Please provide the following information about yourself:

1. Name (optional): _____
2. No. of years in service: _____
3. No. of years as Department Head/Coordinator: _____
4. Have you ever served as a LEADER or OFFICER of any organization (student, youth, community, professional, church-based, etc.)?
_____ Yes _____ No Other answer: _____

If yes, please provide the information requested below. If you have served in more than one organization, limit your response to the organization that you consider MOST IMPORTANT, given your position in the organization.

Name of organization: _____

Nature or type of organization: _____

Your position in the organization: _____

How long you served in that position: _____

5. Have you previously attended any class, course, seminar, workshop, or conference on LEADERSHIP and/or MANAGEMENT, whether as a student, teacher, school administrator, or officer or member of an organization?

___ Yes ___ No Other answer: _____

If yes, please briefly describe the activity that you have attended. If you have attended more than one activity, provide the data for what you consider the MOST IMPORTANT activity.

Title, theme, or topic of the activity: _____

When and where the activity was held: _____

Who conducted the activity: _____

Part I. PERSONAL VALUES

Below are statements or descriptions of situations that have to do with personal values that may come into play in your work as a Department Head. For each statement, please indicate the **degree of your agreement or disagreement** by marking with a the box corresponding to your answer. Please check **only one box for each statement**.

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER AGREE NOR DISAGREE (3)	AGREE (4)	STRONGLY AGREE (5)
1. I give my teachers freedom in deciding what to teach and how to teach it.					
2. I am empowered, and I value being empowered to decide for my department.					
3. It is important for me that my teachers know and enjoy helping each other.					
4. I make it a point to have time to help my teachers with every concern they have					

regarding instruction.					
5. It is important for me to get things done, to meet the deadline, and for the department, teachers, and students to grow.					
6. I value my accomplishments and the accomplishments of the department.					
7. It is important for me that my teachers could tell me the truth, even if it is something that is hard to accept or admit.					
8. I make it a point to be honest with my teachers, even if it means not being popular.					
9. I appreciate it when my teachers have self-respect.					
10. I value my self-worth.					
11. I want my teachers to be very knowledgeable about their subject matter.					
12. Knowing things is important for me.					
13. <i>I want my teachers to have an attitude of openness toward their students and colleagues and toward the subject matter that they teach.</i>					
14. I am broad-minded.					
15. I highly regard creative teachers.					
16. I am proud of my creative side.					
17. It is important for me that my teachers are fair in their treatment of their students and their					

colleagues.					
18. I am proud to say that I always treat my teachers and colleagues fairly.					
19. It is important for me that my teachers are responsible in every aspect of their work (teaching, lesson planning, monitoring of at-risk students, home visitations, etc.).					
20. I hold myself responsible for what I think, say, and do.					
21. It is important for me that my teachers adhere to social order.					
22. I always adhere to social order.					
23. I want my teachers to feel that they are well compensated for their work.					
24. I want to feel that I am well compensated for my work.					
25. I expect my teachers to reward/commend their students for the things they do well and to sanction or reprimand them for their wrong doings.					
26. It is important for me to reward/commend my teachers for the things they do well and to sanction or reprimand them for their wrong doings.					
27. I want my teachers to be always competent.					
28. I strive hard in order to be competent.					
29. I see to it that my					

teachers feel safe/comfortable with me.					
30. I want to feel safe and secure in the workplace.					
31. I want my teachers to be God-fearing.					
32. I value my relationship with God.					
33. I let my teachers speak up for what they believe in, even if I have a different opinion about it.					
34. I tend to speak my mind, even if my opinion is not very popular.					
35. I enjoy assisting my teachers in any way I can.					
36. I believe collaboration is important in a department.					
37. My department is an outcomes/performance-based department.					
38. I put a lot of effort in performing and accomplishing my task, and I ask the same from my teachers.					
39. I admire teachers who show integrity in their work.					
40. I encourage my teachers to have high moral standards.					
41. I do not do things that would compromise my name and the name of the school.					
42. I urge my teachers not to do things that would compromise					

their name and the name of the school.					
43. I am confident of my judgment calls.					
44. I admire teachers who show good judgment calls.					
45. I am not easily offended by opinions different from mine.					
46. I tend to be understanding towards my teachers because I want them to be also more understanding toward others.					
47. I always come up with new and innovative ways of doing things.					
48. I urge my teachers to be innovative in their teaching.					
49. I always give everyone an equal chance to grow.					
50. I always give my teachers equal tasks/responsibilities.					
51. I empower my teachers to lead themselves.					
52. I accept the fact that I have a duty to my school, teachers, and the students, and I intend to perform this duty well.					
53. I respect the culture of the institution that I belong to.					
54. I value my relationship with my colleagues.					
55. I enjoy the compensation I get from my work.					
56. Although a job well done is its own reward, I believe that					

proper compensation is important for work satisfaction.					
57. I remain objective when dealing with sensitive matters.					
58. I do not let my emotions cloud my judgement.					
59. I always meet deadlines without compromising the quality of my work.					
60. I make it a point to always give my best.					
61. I make it a point to help my teachers feel secure in their work.					
62. I refrain from using threats in order to get what I want from my teachers.					
63. I respect the personal beliefs of my teachers.					
64. I always ask myself if the things I would do would honor God.					

Part II. LEADERSHIP-RELATED BELIEFS AND COMMITMENT

Below are statements of educational leadership principles and practices. Please read each statement carefully and then assess the *extent of your belief in or commitment* to the educational leadership principle(s) and/or practices mentioned in the statement. Then check the box that indicates the extent to which the statement represents your practices during the past 10-12 months. In responding to each item:

- 1 - represents LITTLE extent
- 2 – represents SOME extent
- 3 – represents SUFFICIENT extent
- 4 – represents EXEMPLARY extent

STANDARD 1: A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.**

To what extent do I have a current PERSONAL BELIEF IN and COMMITMENT to the following educational principles and/or practices?

	LITTLE	SOME	SUFFICIENT	EXEMPLARY
--	--------	------	------------	-----------

	(1)	(2)	(3)	(4)
-the educability of all				
-a school vision of high standards of learning				
-continuous school improvement				
-the inclusion of all members of the school community				
-ensuring that students have the knowledge, skills, and values needed to become successful adults				
-a willingness to continuously examine one's own assumptions, beliefs, and practices				
-doing the work required for high levels of personal and organization performance				

STANDARD 2: A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

To what extent do I have a current PERSONAL BELIEF IN and COMMITMENT to the following educational principles and/or practices?

	LITTLE (1)	SOME (2)	SUFFICIENT (3)	EXEMPLARY (4)
-student learning as the fundamental purpose of schooling				
-the proposition that all students can learn				
-the variety of ways in which students can learn				
-life-long learning for self and others				
-professional development as an integral part of school improvement				
-the benefits that diversity brings to the school community				
-a safe and supportive learning environment				
-preparing students to be contributing members of society				

STANDARD 3: A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resource for a safe, efficient, and effective learning environment.**

To what extent do I have a current PERSONAL BELIEF IN and COMMITMENT to the following educational principles and/or practices?

	LITTLE (1)	SOME (2)	SUFFICIENT (3)	EXEMPLARY (4)
-making management decisions to enhance learning and teaching				
-taking risks to improve schools				
-trusting people and their judgement				
-accepting responsibility				
-having high-quality standards, expectations and performances				
-involving stakeholders in management processes				
-promoting a safe environment				

STANDARD 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

To what extent do I have a current PERSONAL BELIEF IN and COMMITMENT to the following educational principles and/or practices?

	LITTLE (1)	SOME (2)	SUFFICIENT (3)	EXEMPLARY (4)
-school operating as an integral part of the larger community				
-collaboration and communication with families				
-involvement of families and other stakeholders in school decision-making processes				
-the proposition that diversity enriches the school				
-families as partners in the education of their children				
-the proposition that families have the best interests of their children in mind				
-resources of the family and community needing to be brought to bear on the education of students				
-an informed public				

STANDARD 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and an ethical manner.**

To what extent do I have a current PERSONAL BELIEF IN and COMMITMENT to the following educational principles and/or practices?

	LITTLE (1)	SOME (2)	SUFFICIENT (3)	EXEMPLARY (4)
-the ideal of the common good				
-the principles in the Bill of Rights				
-the right of every student to a free, quality education				
-bringing ethical principles to the decision-making process				
-subordinating one's own interests for the good of the school community				
-accepting the consequences for upholding one's principles and actions				
-using the influence of one's office constructively and productively in the service of all students and their families				
-development of a caring school community				

STANDARD 6: A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

To what extent do I have a current PERSONAL BELIEF IN and COMMITMENT to the following educational principles and/or practices?

	LITTLE (1)	SOME (2)	SUFFICIENT (3)	EXEMPLARY (4)
-seeing education as a key to opportunity and social mobility				
-recognizing a variety of ideas, values, and cultures				
-having a continuing dialogue with other decision makers affecting education				
-actively participating in the political and policy-making context in the service of education				
-using legal systems to protect student rights and improve student opportunities				

THANK YOU VERY MUCH FOR ANSWERING THIS SURVEY QUESTIONNAIRE.

PRE-TESTING FEEDBACK SHEET

1. How long (i.e., how many actual minutes) did it take you to answer the questionnaire (including the request for background information)?
2. Did you find any confusing, ambiguous, redundant, or superfluous questions or choices of answer?

_____ Yes. _____ No.

If yes, please identify the specific questions or choices of answer:

3. How respondent-friendly did you find the format of the questionnaire? Please encircle the number corresponding to your answer below, and write any comments or qualification regarding your answer in the space provided.

<i>Far from friendly</i>	<i>Only a bit friendly</i>	<i>Somewhat friendly</i>	<i>Friendly enough</i>	<i>Very friendly</i>
1	2	3	4	5

4. Any other comments or observations?

Name of Respondent

**VIRTUOUSLY RISING: THE MALE HOMOSEXUAL EDUCATORS IN
THE ACADEMIA – A PHENOMENOLOGICAL STUDY**

**An undergraduate thesis
Presented to
The Faculty of College of Education
Wesleyan University – Philippines**

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ABSTRACT

According to a report by Human Rights Watch, Filipino teachers who identified themselves as members of the LGBTQ community said that they were bullied and discriminated in schools because of their sexual orientation and gender identity. Here in the Philippines, particularly in Nueva Ecija, there is a number of male homosexual educators who are having their professional practice both in public and private educational institutions and are at the same time witnesses and vulnerable subjects of the academia's intolerance toward homosexuals. One way of addressing this phenomenon is to describe and analyze their lived experiences as male homosexual educators situated at an academic community that exhibits intolerance toward homosexuality, which is the focus of this study. This study was conducted primarily to address the phenomenon of the academia's intolerance toward male homosexual educators present in schools today, especially in Nueva Ecija where this study was undertaken.

This study aimed to describe the experiences of the participants and how they manage to continue their professional practice against their vulnerability toward the intolerance of the academia to homosexuality. Specifically, this paper sought to answer the following: 1.) What are the experiences of the participants as male homosexual educators in the academia?, 2.) How do the participants see and feel about themselves as homosexual educators in schools where they are teaching in relation to how the stakeholders of the schools treat them?, 3.) How do the participants see the academia in terms of its tolerance towards male homosexual educators?, 4.) How does the participants' homosexuality affect their professional practice and working relations in the academia as educators?, 5.) How do the participants manage to continue their professional practice against their vulnerability toward the possible intolerance of the academia to homosexuality?, 6.) What are the messages of the participants to the academia, particularly to all its stakeholders?

This study used the descriptive-phenomenological type of qualitative research design. It uses narratives of the participants as the primary source of data and analysis. This study was conducted in some of the secondary and tertiary academic institutions in Nueva Ecija namely Wesleyan University – Philippines, Central Luzon State University, and Nueva Ecija High School. A total of eight (8) male homosexual educators who are actively having their professional practice either in public or private educational institutions in Nueva Ecija during the school year 2017-2018 stated their responses to the questions provided by the researchers through an interview. Purposive sampling technique was used to get the participants. The researchers used an interview method in collecting data. An interview involves direct interaction between the researchers and the participants. The researchers have guide questions to ask about from an interview guide structured by the researchers. The researchers utilized audio/voice recording tools that will serve as an evidence for verification of data.

The participants' experiences were classified into four major themes, namely: 1. Surviving the Academia, 2. Sustaining Virtues and Values of Gay Teachers, 3. Being Gay in The Academe, 4. Pleading for Acceptance, Equity, and Change. These major themes were further subdivided into sub-themes. Surviving the Academia has three sub-themes, namely: 1. Tolerance, 2. Intolerance, and 3. Stakeholders' Treatment to Gay Teachers. Pleading for Acceptance, Equity, and Change has three sub-themes, namely: 1. To Students, Parents, and Academia, 2. To Other Gay Teachers, and 3. To Philippine Educational System and to Society.

Keywords: Academia, Educators, Filipino, Gay Teachers, Homosexuals, Homosexuality, LGBTQ

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And most importantly, to our Almighty God, for His divine intervention and for giving the researchers wisdom and knowledge that helped them in this research.

**N.C.C.
P.G.V.L.
S.M.J.C.S.**

DEDICATION

This study is dedicated primarily to all the male homosexual teachers who shared their personal life stories, which served as the researchers' inspiration to conduct this study.

Secondarily, to all the educators. May it serve as a guide for them to better understand the complexity of gender and development in the field of education and in the dimension of the academia.

Thirdly, to all the students in general, for them to appreciate all their teachers, regardless of their gender.

Lastly, this study is dedicated to the researchers' parents, brothers and sisters, loved ones and friends, for their incomparable sacrifices in terms of financial, spiritual, moral support, and encouragement that helped them greatly in finishing this piece of work.

**N.C.C.
P.G.V.L.
S.M.J.C.S.**

TITLE : Virtuously Rising: The Male Homosexual Educators in the Academia – A Phenomenological Study

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Introduction

This phenomenological research was conducted primarily to determine the experiences of male homosexual educators in relation to the academia's tolerance toward homosexuality.

The participants' experiences were classified into four major themes, namely: 1. Surviving the Academia, 2. Sustaining Virtues and Values of Gay Teachers, 3. Being Gay in The Academe, 4. Pleading for Acceptance, Equity, and Change.

These major themes were further subdivided into sub-themes. Surviving the Academia has three sub-themes, namely: 1. Tolerance, 2. Intolerance, and 3. Stakeholders' Treatment to Gay Teachers. Pleading for Acceptance, Equity, and Change has three sub-themes, namely: 1. To Students, Parents, and Academia, 2. To Other Gay Teachers, and 3. To Philippine Educational System and to Society.

CHAPTER I

The Problem and Its Setting

Background of the Study

“Homosexuality”, as coined by K. M. Benkert in 1969, came from the Greek word “homo” which means “same” and the Latin word “sexes” which means “sex.” It (homosexuality) is a fondness for association and sexual interest with a person of the same sex. “Homosexual” is a broad term for people who are attracted to their own sex. Homosexuality is the only way to break the stereotype that there is only a male masculine and a female feminine on the heterosexual side in the public social sphere. The discrimination of homosexuality comes from the view of the society at its social structure as completely heterosexual. The Philippines has earned the title “homoerotic paradise” from the people of the west because of insistent efforts of the supporters of the Philippine Gay Movement together with the other “marginalized” sectors. However, throughout Philippine history, homosexual behavior has already existed and people are discriminated for loving a person in the opposite sex. (Revadulla, 2011)

Today, because of the emergence of homosexuality in the society, the existence of homosexual professionals is normal in the industry. (Rokicka, 2014) This is true in the teaching profession. Homosexual teachers are no longer alien in the academia today. To know homosexual people who stand in front of the class to deliver a well-planned instruction is no longer strange. To know homosexual students who are pursuing a bachelor’s degree in Teacher Education along with other straight man and straight woman students is already part of the status quo. However, against the normalcy of the existence of the general homosexual population today, it is still a question as to why the general community where they belong still considers them aliens to get away from and strangers to either fear or condemn in sense of sham tolerance and acceptance.

In its broadest sense, teaching is a process that facilitates learning. Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession. Teaching, being a process, has three (3) basic elements, namely the teacher, the students, and the learning environment. And among the three elements, teachers play the most crucial role in the educative process as they are the so-called “prime movers of the educational wheel”, thus they direct the flow of the whole process. Generally, teachers are the ones that facilitate the whole process of leaning. However, against the exclusive general definition of who a teacher is, because of the fact that homosexuals, especially those in the Philippines, are discriminated in almost every aspect of their life, the society appear to be far from sham tolerance and acceptance toward homosexuals.(Revadulla, 2011)

In the Philippines, the law identifies and defines who and what a teacher is. According to the Preamble of the Code of Ethics for Professional Teachers, teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and professional competence in the practice of their noble profession, and they strictly adhere to, observe, and practice a set of ethical and moral principles, standards, and values. In this provision, it has been made clear as to what does it take one to be a teacher. However, the provided general definition of teachers in the Philippines seems to be challenged by the status quo and the emergence of the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) community.

The challenge in the provision exists in the gap between the argument of the inclusivity of the definition of who and what a teacher is and the intolerance of Philippine academia toward

teachers who are identified to be homosexuals. When the Code of Ethics for Professional Teachers defined who and what a teacher is, it did not mention an exclusive statement providing for the prescribed specific sex or gender of those who aspire to become members of the profession. Never that the code say that for one to become a teacher, he/she has to be a straight man or a straight woman. And yet, LGBTQ members, particularly the homosexuals, who become part of the academia as educators are vulnerable to intolerance from the society through discrimination and prejudicial criticisms. It is indeed ironic to think that any person, regardless of their sex or gender, can satisfy those that are prescribed in the law for one to become a professional teacher and yet, the Philippines has a history of biases and prejudices toward people who are members of the LGBTQ community.

Filipino teachers who identified themselves as members of the LGBTQ community said that they were bullied and discriminated in schools because of their sexual orientation and gender identity, according to a report by Human Rights Watch.

According to Ryan Thoreson, a journalist in the LGBT rights program of Human Rights Watch, LGBTQ students in the Philippines are often the targets of ridicule, and inequality. Some of them are afraid of breaking free because of the fear of being bullied. And in many instances, administrators are primarily participating in this mistreatment instead of speaking out against discrimination and creating schools where anyone who is competent and moral can teach. If intolerance toward homosexuals exist on the end of students, how much more can intolerance exist toward homosexuals in the end of those who are already professionals, particularly those who are members of the academia practicing their profession as teachers.

Here in Nueva Ecija, there is a number of male homosexual educators who are having their professional practice both in public and private educational institutions and are at the same time witnesses and vulnerable subjects of the academia's intolerance toward homosexuals. One way of addressing this phenomenon is to describe and analyze their lived experiences as homosexual educators situated at an academic community that exhibits intolerance toward homosexuality, which is the focus of this study.

This study was conducted primarily to address the phenomenon of the academia's intolerance toward male homosexual educators present in schools today, especially in Nueva Ecija where this study is undertaken. Furthermore, there was no any research or study particularly about the academia's intolerance toward male homosexual educators that the researchers have any knowledge of.

Statement of the Problem

This study aimed to describe the experiences of the participants and how they manage to continue their professional practice against their vulnerability toward the intolerance of the academia to homosexuality.

Specifically, this paper sought to answer the following:

1. What are the experiences of the participants as male homosexual educators in the academia?
2. How do the participants see and feel about themselves as homosexual educators in schools where they are teaching in relation to how the stakeholders of the schools treat them?
3. How do the participants see the academia in terms of its tolerance towards male homosexual educators?
4. How does the participants' homosexuality affect their professional practice and working relations in the academia as educators?

5. How do the participants manage to continue their professional practice in the academia as male homosexual educators?
6. What are the messages of the participants to the academia, particularly to all its stakeholders?

Significance of the Study

For the Homosexual Educators. This study will serve as a motivation for them to continue what they have started as professional teachers.

For the Homosexual Teacher Education students. This study will serve as their guide in better understanding the professional industry that waits for them.

For the LGBTQ Members/Activists and Feminists. This study will serve as a motivation and an inspiration for them to continue what they have started on their fight for equality and rights of the LGBT people.

For the Students/Youth in General. This study may serve as a guide for them to better understand the homosexual population in general and the homosexual educators in particular and also as a benchmark that could be helpful to them to improve their socialization and tolerance toward homosexual people.

For the Teachers, School Administrators, and Parents. This study may serve as a basis for them to know how they should really treat and see homosexual educators and also as a benchmark that could be helpful to them to improve their socialization, professional working relationship, and tolerance toward homosexual educators.

For the Academia and the Society in General. This study may serve as a catalyst for positively changing their perspective, understanding, and treatment toward homosexual people and as a tool for achieving and realizing sham tolerance toward homosexuality.

For the Future Researchers. This study may serve as their point of reference as to what they shall further research on in sense of the phenomenon of the academia's intolerance toward homosexual educators.

Scope and Delimitations of the Study

The participants of this study were male homosexual educators who are actively having their professional practice either in public or private educational institutions in Nueva Ecija. This study focused mainly on determining the tolerance of the academia toward male homosexual teachers and its effect to the experiences of the participants.

This study is delimited to the male homosexual educators who are actively having their professional practice either in public or private educational institutions in Nueva Ecija during the school year 2017-2018.

Definition of Terms

The different terms used in this study are hereby defined conceptually and operationally for better understanding of the research.

Academia - The environment or community concerned with the pursuit of research, education, and scholarship such schools, academies, colleges, and universities.

Educator - a person who provides instruction or education; a teacher.

Gay - a term that primarily refers to a male homosexual person or the trait of being a male homosexual. It is a term that refers to a man who is attracted to another man (of same sex).

Gender - refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men; the range of characteristics pertaining to, and differentiating between, how an individual psychologically identifies himself in masculinity and femininity.

Gender Economy – the state or concept of gender equality.

Gender Identity - is defined as a personal conception of oneself as male or female (or rarely, both or neither).

Gender Expression - refers to the aspects of person's behavior, mannerisms, interests, and appearance that are associated with gender in a particular cultural context, specifically with the categories of femininity or masculinity.

Heteronormativity – is the culture of belief and attitude that heterosexuality is the only acceptable gender norm and the superior gender over all other genders.

Homosexual – a person of, relating to, or characterized by a tendency to direct sexual desire toward another of the same sex.

Homosexuality - the quality or state of being a homosexual.

Intolerance - unwillingness to accept views, beliefs, or behavior that differ from one's own.

Male Homosexual Educator – a gay teacher.

Sex - either of the two main categories (male and female) into which humans and most other living things are divided on the basis of their reproductive functions.

Tolerance - the ability or willingness to tolerate the existence of opinions or behavior that one dislikes or disagrees with.

Chapter II

Review of Extant Literature

This chapter presents a number of extant literature and studies, both foreign and local, that were reviewed to support the major themes and sub-themes that emerged from the responses of the participants

Surviving the Academia

According to Alicia Vann (2012), there are many people who are forced to hide their true identity in order to sustain relationships, family life, and a comfortable working environment. This especially holds true for homosexual school teachers. Homosexual teachers face a plethora of challenges when trying to be honest with colleagues and students about their sexual identity. One of the many challenges is dealing with an atmosphere that is not necessarily open to homosexuality. Homosexuality is an issue that is being dealt with more today than in the past. This is not to say that homosexuality was non-existent in the past. Homosexuality is just becoming more open, talked about, and dealt with in present times. Due to the dominance of heterosexuality in the past, the older generation may have a harder time dealing with the opening up of non-heterosexual people. In the past, homosexual couples have had to hide their relationships due to the lack of acceptance by peers. Slowly, more homosexual couples are deciding to "come out of the closet" about their relationships. Depending on an administrator's outlook, this complicated choice can ultimately affect a teacher's wages and promotions. Not only that, the administrator may treat the co-worker in an unfair manner. Homosexual teachers not only have to deal with these mistreatments when trying to come out to colleagues and students, but they also have to deal with the different stereotypes associated with these mistreatments.

LGBT educators walk a fine line between keeping their jobs and being honest with their students. Many other LGBT teachers in the United States have long struggled with this same decision of whether to make their sexual orientations public—and the "extra layer" of worries that comes with it. The country's long history of discrimination towards LGBT teachers could help explain why so many of these educators are afraid to come out. (Amanda Machado 2014)

America's long history of discrimination towards LGBT teachers could help explain why so many of these educators are afraid to come out. In 1978, the state of California proposed a law—a ballot measure widely known as the Briggs Initiative—which would've prohibited openly gay and lesbian teachers from working in the state's public schools. Years before that, a group of Florida legislators known as the "John's Committee" prompted the firing of more than 100 LGBT teachers between 1957 and 1963. Though the committee officially folded in 1965, the Florida Department of Education continued to regularly purge LGBT teachers through the 1970s. (Machado 2014)

Even teachers in states with legal protection worry that homophobic school leaders can still find a way to fire them regardless. "There is always the fear that if you were to share this, it could color how staff and administration view your performance, skew their evaluations of you, or otherwise influence whether you stay hired or not," said Jasmin Torres, who directs leadership development efforts for Teach for America in the Chicago area and oversees the office's LGBT initiatives.

Paranoia surrounding LGBT teachers in part traces back to unfounded theories linking homosexuality and pedophilia. Although the American Psychological Association and numerous other research organizations have concluded that homosexuality does not make someone more likely to sexually abuse children, Conservative organizations such the Family Research Council and

the American College of Pediatricians—a group that requires its members to "hold true to the group's core beliefs of the traditional family unit" before joining—argue that homosexuality is a threat to children.

Discrimination against lesbians and gay men has been endemic throughout Australia's history. However, in twenty-first century Australian society there are signs of growing sophistication and acceptance of sexual diversities. Despite this, schools continue to be organizations where sexual 'difference' is marginalized and silenced, having ramifications on the professional lives of lesbian and gay teachers. LGBT teachers negotiate the complex discursive fields in schools to perform their 'professional' teacher subjectivities in ways that are personally functional and effective, and simultaneously organizationally 'acceptable' in what has been for lesbian and gay teachers, traditionally hostile workplaces. (Lucy Hopkins, 2013)

Lesbian, gay and bisexual teachers have struggled with managing their sexual identities in contexts where heteronormative policing has resulted in deep silences and misrepresentation. However, many teachers have tried to counter this by 'coming out' or engaging with a process of disclosure. (Aoife Neary, 2012)

For many lesbian teachers and students there are issues and dilemmas that challenge them being 'out' in school environments. The teacher and a student in the teacher's class in 1990 recall and contrast their experiences 20 years later when they both identified as lesbian, although neither had acknowledged this to the other in the classroom. At that time the teacher's management of identities contrasted with the student's attitude to her own developing sexuality. Issues and dilemmas for lesbian teachers and students 20 years ago continue to be debated: whether to be out; to be a role-model; and what is private and professional information. Teaching diversity and providing inclusive education are ongoing concerns. (Ann Hardie, 2011)

Homophobic harassment and treatment were widespread amongst the lesbian, gay men, and transgender teachers, academics, and educators. (Jude Irwin, 2009)

Gay and Lesbian teachers' decisions to come out in schools are complicated by heteronormative discursive practices within schools that render LGBT sexualities silent while simultaneously demanding that they are spoken. This double binds GB teachers as well as the professional and personal implications of choosing to come out or not to come out within the academic workplace. (Emily Gray, 2013)

For the first time in four years, Americans are less accepting of LGBT people, a survey finds — a setback activists say is stunning but not unexpected after a turbulent 2017. Fewer than half of non-LGBT adults — 49% — said they were "very" or "somewhat" comfortable around LGBT people in certain scenarios, according to the Accelerating Acceptance report released Thursday at the World Economic Forum in Davos, Switzerland. That number was down from 53% in 2016. The survey, conducted by The Harris Poll on behalf of LGBT media advocacy group GLAAD, reflects an about-face from positive momentum reflected in polls GLAAD has commissioned since 2014. "We are surprised at the scale and the swiftness" in the erosion of tolerance in the course of one year, Sarah Kate Ellis, GLAAD president and CEO, told USA TODAY. "But if you are LGBT and living in America, you are seeing this every day." (Susan Miller, 2018)

A survey by the Teacher Support Network in 2006 found that two-thirds of LGBT teachers had experienced harassment or discrimination at work because of their sexual orientation. For 81% of those who suffered any sort of discrimination it was at the hands of pupils, but 46% said it came from colleagues and 33% pointed the finger at managers.

Shaun Dellenty, the deputy head of Alfred Salter primary school in southeast London, whose successful anti-homophobic bullying programme has attracted the attention of the Department for Education, says fear of backlash, and a lack of training, are the main reasons behind some school leaders' unwillingness to support LGBT teachers and tackle homophobia. Outright prejudice, along with a continuing misconception in society that links gay men working in schools and pedophilia, can also play a part, he says. "Heads are worried that parents and governors will think they are promoting homosexuality. One teacher got in touch with me and said his head had told him not to come out as he "couldn't support him if things went wrong".

According to Tania Ferfolja (2014), historically, lesbian and gay (hereafter L/G) teachers in schools have experienced silencing and discrimination both nationally and internationally. This is disquieting considering the potential ramifications of discrimination not only upon individuals in terms of personal and professional psychosocial wellbeing, but also workplace costs, productivity, and the enabling of queer-positive workplace cultures.

For heterosexual teachers, though, there's a range of indicators of sexuality that are deemed within the bounds of professionalism—pictures of, talking about, and visits from their spouses in the classroom are considered benign displays of sexuality that don't undermine their professionalism (and are often encouraged). Yet the idea that gay and lesbian teachers might do the same remains taboo in all but the most progressive and gay-friendly of schools. In interviews with 45 gay and lesbian public school teachers in California and Texas, I found that most feel caught in a no-win situation, where coming out in the classroom feels like a fulfillment of their responsibilities to gay pride and a failure of their responsibilities as teaching professionals. (Catherine Connell 2015)

Schools and workplaces are structured into what feminist sociologists call "inequality regimes." Heterosexuality (alongside Whiteness, maleness, and middle-class status) is an obscured, but essential component of the day-to-day rules, practices, policies, and interactional norms of most organizations. By virtue of their distance from it, gay and lesbian teachers' experiences show us how heterosexuality is embedded in the very fundamentals of teaching as a profession. (Joan Acker 2014)

The fact that gay and lesbian teachers, regardless of geographic context, evinced a shared frustration with the incompatibilities of gay pride and teaching professionalism demonstrates a fundamental problem with the overreliance on coming out as a political strategy. It suggests that nondiscrimination legislation alone is not enough to improve LGBT working conditions. Instead of putting the onus on individuals to come out, we need to consider how institutions like schools are embedded in (and reproductive of) heteronormativity and homophobia. (Catherine Connell 2015)

According to Judith Kneen (2008), Gay rights have generally not fared well in the school environment. Many gays feel they receive mixed messages about the issue. This emergence of gay people is a timely reminder that schools need to be able to discuss homosexuality and to heed government advice to take action against homophobia, including through the curriculum.

"In educational institutions, it was found that LGBT people are subject to discrimination, bullying and abuse under the guise of "academic freedom" which allows educational institutions to create their own policies. LGBT issues are not included in curricula. However, the Department of Education in 2012 issued an order to protect children from violence, abuse and exploitation regardless of sexual orientation and gender identity. Positive case studies included pride events on campuses and the election of LGBT individuals to student councils." (UNDP-USAID 2014)

While the Philippines is generally tolerant of homosexuals (homosexuality is legal there), it also views them as sinful and sometimes belonging to a third sex. This mostly follows Roman Catholic doctrine, as well as Islamic and Hindu doctrines. So it appears that Filipinos are tolerant, but not accepting, as evidenced by the illegality of same-sex marriage in the Philippines and the widespread discrimination against homosexual people there. (Jarrod Baniqued, 2016)

According to Ace Morandante (2017), Filipino students who identified themselves as members of the lesbian, gay, bisexual, and transgender community said they were bullied and discriminated in schools because of their sexual orientation and gender identity, according to a report by Human Rights Watch.

According to Ryan Thoreson, a journalist in the LGBT rights program of Human Rights Watch, LGBTQ students in the Philippines are often the targets of ridicule, and inequality. Some of them are afraid of breaking free because of the fear of being bullied. And in many instances, administrators are primarily participating in this mistreatment instead of speaking out against discrimination and creating schools where anyone who is competent and moral can teach. If intolerance toward homosexuals exist on the end of students, how much more can intolerance exist toward homosexuals in the end of those who are already professionals, particularly those who are members of the academia practicing their profession as teachers.

Homosexuality is the only way to break the stereotype that there is only a male masculine and a female feminine on the heterosexual side in the public social sphere. The discrimination of homosexuality comes from the view of the society at its social structure as completely heterosexual. The Philippines has earned the title “homoerotic paradise” from the people of the west because of insistent efforts of the supporters of the Philippine Gay Movement together with the other “marginalized” sectors. However, throughout Philippine history, homosexual behavior has already existed and people are discriminated for loving a person in the opposite sex. (Revadulla, 2011)

Schools should be safe places for everyone. But in the Philippines, students who are lesbian, gay, bisexual, and transgender (LGBT) too often find that their schooling experience is marred by bullying, discrimination, lack of access to LGBT-related information, and in some cases, physical or sexual assault. These abuses can cause deep and lasting harm and curtail students’ right to education, protected under Philippine and international law. In recent years, lawmakers and school administrators in the Philippines have recognized that bullying of LGBT youth is a serious problem, and designed interventions to address it. In 2012, the Department of Education (DepEd), which oversees primary and secondary schools, enacted a Child Protection Policy designed to address bullying and discrimination in schools, including on the basis of sexual orientation and gender identity. The following year, Congress passed the Anti-Bullying Law of 2013, with implementing rules and regulations that enumerate sexual orientation and gender identity as prohibited grounds for bullying and harassment. The adoption of these policies sends a strong signal that bullying and discrimination are unacceptable and should not be tolerated in educational institutions. (Human Rights Watch, 2017)

According to the interview of Oxfam (2013) from Arturo Golong from Tacloban says “ever since I was a child, I have been experiencing different forms of discrimination. As a son, my father was not very accepting of me but because I provided for them, I did not experience violence in the same way other children did. My father appreciated what I was doing for the family. It was a different scenario in school and outside the comforts of my own home. There were no blood relations that could protect me. One teacher punished me because I was noisy. For my teacher, being noisy equated to being gay and vice versa. I may have been noisy, but I was not the only one. This also happened at a time when people were not as tolerant of LGBT persons. So, among the

noisy students, my teacher picked me and asked me to stay under the sun near the flagpole for more than an hour. My schoolmates taunted me. Some of them even hurt me while others just watched.”

For the participants of the 2013 Philippine National LGBT Community Dialogue, the implementation of academic freedom affects the experiences of many LGBT Filipinos in educational institutions. For instance, in 2011, Hender Gercio, a transgender student of the University of the Philippines in Diliman, Quezon City protested when her French teacher refused to address her as a female because the teacher said it is against her religious beliefs. After a dialogue, the school sided with the French teacher who supposedly did not violate any of the university rules (i.e. academic freedom, code of ethics). The refusal to recognize someone has chosen gender identity can be harmful to their self-esteem, interfering with their educational progress. To deal with LGBT-related discrimination in educational institutions, the participants recommended the development of an encompassing approach that highlights education as a commodity of public interest. This way, LGBT people can argue that as a public issue, education should be made available to everyone including LGBT people. However, because of the Constitutional guarantee for academic freedom of educational institutions, there is no guarantee that this will work. There are existing programs in select educational institutions and establishments that touch on gender equality, such as the gender audits done by schools using the Magna Carta for Women, as well as the teaching of gender studies as a subject by some schools. For the participants of the national dialogue, including SOGI in these programs may benefit LGBT people. (UNDP, USAID, 2014).

LBT women also face discrimination when applying for jobs, and are often denied employment despite being better educated and having either equal or better qualifications than other applicants. They are either told upfront the reasons for their being unsuccessful or are left to speculate on the reasons for being denied a job. The state’s negligence in upholding the human rights of and providing protections for LGBT people is reflected in the passive stance that the Philippines has adopted on SOGIE issues in the United Nations. Despite pressure from civil society activists within the Philippines, in 2013 the government did not join discussions on and chose to abstain from voting in support of a UN declaration calling for an end to extrajudicial killings based on sexual orientation.³² Previously the Philippines also abstained from voting on a landmark resolution in the UN Human Rights Council in 2011 that affirmed the universality of human rights, condemned violence and discrimination on the basis of sexual orientation, and requested the High Commissioner for Human Rights to prepare a global study on violence and discrimination on the basis of sexual orientation and gender identity. To date, President Aquino has not made a definitive policy declaration on SOGIE-related rights, instead making token references to LGBT people, such as in a media interview conducted during an official state visit to Washington, DC in 2011 in which he stated that adults “should be able to do whatever you want as long as you don’t harm anybody else.”³³ While negligence characterizes national-level response to SOGIE-related issues, some state agencies and local-level governments have implemented policies aimed at formalizing protections for LGBT people. The Philippine Commission for Human Rights (CHR), the nation’s independent human rights institution, and its counterpart in the presidential palace, the Presidential Human Rights Committee (PHRC), has undertaken a range of projects in collaboration with LGBT CSOs with the aim of mainstreaming human rights for LGBT people within the broader human rights agenda. Local anti-discrimination ordinances are now in place in Quezon City, Cebu City and Davao City, and will soon be enacted in Bacolod City. In addition, the Civil Service Commission issued a memo on the inclusion of SOGIE in government eligibility examination requirements. (Rainbow Rights Project, 2018)

In highly conservative countries like the Philippines, gay equality and acceptance are somehow in between the spectrum of acceptance and neglect. As a culture, our society, at its core, is still used to seeing men in fatigue shirts and holding guns instead of basic tees and holding hands.

Being gay, despite the paradigm shift in Philippine media representation of the third sex, still has a negative stigma in families living with high religious respects. Homosexuality in the Philippines has taken different forms in the last decade. Nowadays, we no longer recognize gays as resident beauty parlor lads, or slapstick sidekicks in films or TV. Today, gay men are leaders, soldiers, businesspersons, TV personalities, advocates, politicians, teachers, firefighters, bankers, and the list goes on. Homosexuality has adopted a different image, one that forces them ooze masculine strength when they are in the workplace and suppress the damsel in distress within, only to let it out when the sun comes down and they are in their comfort zones. Being gay alone in the Philippine setting is not easy, more so, and by extension, being in a same sex relationship. (JusephElas, 2017)

Sustaining Virtues and Values of Gay Teachers

According to equality campaigners, having openly homosexual teachers can provide both gay and straight young people with role models, but all too often they lack the support they need from senior leadership teams and colleagues. While many teachers wish to come out at school so they can be role models for pupils, there are still many issues around homophobic language and even lack of support from colleagues. (Rachell Williams, 2012)

Lesbian, gay, bisexual and transgender people who are 'out' at work waste little energy hiding aspects of their personalities, meaning they feel more confident and progress within the business. However, many remain in the closet. Most of Europe and the US are relatively accepting of the LGBT community; the issues that gay and trans people face here are minor in comparison to countries where displays of homosexuality can lead to prison, torture and death. Still, 34% of lesbian, gay, bisexual and transgender people in the UK choose not to disclose their sexuality at work. They hide their private lives from colleagues and clients for fear of homophobia, exclusion or in case they are overlooked for valuable promotions. Be it on the factory floor or in a board meeting; evading questions about family life can be like dodging bullets if you think that revealing your sexuality will make work relations difficult. LGBT people like myself are very aware of the fact that we live in a heteronormative society. Transgender people, whose sexuality often has nothing to do with the discrimination they encounter, face further stigma still due to a widespread lack of understanding of the issue. Many choose to leave their workplace in order to undergo their transition. (Bella Qvist, 2014)

While many teachers wish to come out at school so they can be role models for pupils, there are still many issues around homophobic language and even lack of support from colleagues, Stonewall research reveals. (Williams, 2012)

Swedish scientists appear to have confirmed stereotypes of a different sort in their study of the brains of heterosexual and homosexual men and women. They have found similarities between the brains of gay men and straight women, and those of lesbians and straight men, building on earlier research that indicates that the former seem to be better at some language tasks, while the latter are superior at spatial and navigation skills. Students can sharpen their listening skills by noting the main points of an audio report. (Kneen, 2008)

Talking from the perspective of an openly gay Filipino, I would say that the level of acceptance of the LGBT community in the Philippines could be more accurately called a very high level of tolerance than full-blown acceptance. Generally, LGBT people in the Philippines have less to fear compared to our counterparts in other countries. If you come out to your family as a teenager, there is almost no chance that it will result to you getting kicked out and left to fend for yourself - the importance of the family as the basic social unit in Philippine society means that members who are “problematic” - aka LGBTs, drug addicts, unemployed smoochers - are not cut off entirely. There is an emphasis on “rehabilitation” rather than totally disowning or cutting

someone off completely (though the case of Chinese-Filipinos may be different). (Marco Javier, 2016)

According to Jonas Bagas (2013), We are perhaps too quick to say that we accept homosexuality, yet the Philippines has no law that protects LGBTs from discrimination. Companies here have no clear policies that prohibit discrimination against LGBT employees, except for some BPOs with LGBT-friendly labor standards globally. Where is that so-called acceptance when transgenders are barred from some establishments because of fears that they would insist on using the women's toilet, or that they would prey on straight men when they use the men's toilet? When Charice came out, her own mother immediately said she could still control her lesbianism, which, according to a bishop, has not reached the terminal stage yet—as if homosexuality were a cancer that needs to be expunged. But for these efforts to succeed, we must collectively admit that there is a problem: There is no such thing as full acceptance of LGBTs here, only sham tolerance, one that keeps them at arm's length, away from full social, political and economic participation. Until we achieve full equality, we LGBT activists will persist in pushing for our agenda: not conditional acceptance, but full equality.

Being Gay in the Academe

Ensuring a safe and welcoming school environment for all teachers, including lesbian, gay, bisexual, and transgender (LGBT), is an important responsibility of the academe. Yet research indicates that educational leaders regularly fail to take action in the face of anti-LGBT bias and are often not equipped to address these issues. (Greytak, E. A., 2013)

Schools are required to prevent harassment based on a student's, or a teacher's, sexual orientation. However, the schools are not obliged to teach that discrimination of homosexuals is wrong or that students should respect others regardless of their sexual orientation. (Dankmeijer, 2012)

According to Harm van Gerven (2012), the spokesperson for the Inspection of Education, schools are obliged to follow certain prescriptions, namely teaching students to respect 'widely accepted' norms and values, promoting responsible citizenship and social integration, and guaranteeing a safe educational environment. "Promoting a safe environment does of course mean that schools have to protect youngsters with a homosexual preference and denounce homophobia among students," Van Gerven noted. "But there is no law that requires schools to educate students about homosexuality specifically."

Many misconceptions about the requirements for education about homosexuality exist in the Dutch community. Dennis Boutkan, chairman of the COC in Amsterdam, says that schools in The Netherlands are obliged to cover the subject of homosexuality in their curriculum. However, he acknowledges that they have the freedom to use their own methods. "Schools can decide to teach about it with their own staff or to hire external teachers or guest professionals," he explains. "It is, however, very difficult to know whether a school really teaches about it or not." Nevertheless, government officials have recently assured the COC in Amsterdam that improving schools' attitudes towards homosexuality is a priority among Amsterdam's political leaders. Once teachers have come out, a little of the responsibility then passes to straight teachers to promote diversity and individuality in the staffroom. Only then will schools truly become communities of equality, kindness and positivity. We must create a world where being gay is championed, not persecuted. We must accept difference and not merely tolerate it. Our schools must be centres of diversity, of inclusion – places that promote individuality and equality. (Oliver Beach 2015)

Ensuring that instances of anti-LGBT violence and discrimination do not continue to repeat themselves may require society to turn to one of its oldest tools: education. Reports from GLAAD have found that increased knowledge about LGBT people leads to lower levels of discomfort toward this community, and thus can reduce anti-LGBT discrimination. (Rebecca Damante, 2016)

According to Catherine Connell (2015), Some would argue that LGBT teachers who come out to students violate the expectations of teaching professionalism by exposing children to unnecessary displays of sexuality. Just as with coming out, LGBT visibility is shaped by pride and professionalism. Not only do schools exert pressure on teachers to meet narrow and normative standards of appearance and comportment, but so does the mainstream gay rights movement. In recent years, there has been a notable turn toward what scholars call “homonormativity” within the LGBT movement, or the insistence that LGBTs look, act, and live just like their heterosexual counterparts. As a result, teachers who do not fit the ideal archetype of the LGBT teacher face the doubly constraining expectations of the teaching profession and of the LGBT movement.

The process of "coming out" about one's homosexuality is a long and hard progression. This is largely due to people assuming that heterosexuality is the sexual identity of those around them. Due to the assumption of heterosexuality, homosexuals have a harder time "coming out" to others. This course becomes harder for teachers than for other homosexuals, as teachers are seen as role models for many students and colleagues. Opposing forces have argued that gay and lesbian teachers will "recruit" students to follow a homosexual lifestyle. Some fear that if homosexual issues are dealt with in school, more students will pursue this way of life. These negative feelings towards homosexual teachers can be expressed by parents, co-workers, and students alike. (Alicia Vann, 2012)

The quest for LGBT rights and stigmatization of gays in the Philippines continues, regardless of how tolerant Filipinos are. Their social acceptance only portrays a superficial inclusion of the LGBT sector, not their holistic integration, in society. The struggles of the LGBT community in the Philippines are often hidden by the colours of the rainbow: pain and grief masked in laughter, but with hope for true acceptance. For the LGBT community to gain greater recognition in society and on the political stage, it is imperative to create a conceptual framework for the community in politics. (Reuben James Barrete, 2017)

Justification of the Study

All the reviewed literature and studies, both foreign and local, are found to be relevant to the present study. However, there is no study that directly focuses on the degree of tolerance of the academia toward male homosexual educators. Hence, there is no duplication of another research in this study as far as the researchers are concerned. It differs from other researches with regards to the participants and content of the study.

CHAPTER III

Research Methodology

This chapter discusses the details of the methodologies used to implement in the research. Specifically, the research design, method of research, research tool, data gathering procedure, and treatment of data were shown.

Research Design

This study is a descriptive-phenomenological type of qualitative research design. It uses narratives of the participants as the primary source of data and analysis. “Qualitative research is research that aims to understand the phenomenon of what is experienced by research subjects e.g. behavior, perception, motivation, action, etc. Holistically and with a form of words in the specific context in which utilize the method.” (Moleong, 2009:6)

Research Locale

This study was conducted in some of the secondary and tertiary academic institutions in Nueva Ecija that have male homosexual educators namely Wesleyan University – Philippines, located at Mabini Extension, Cabanatuan City, Nueva Ecija; Central Luzon State University, located at Maharlika Highway, Science City of Muñoz, Nueva Ecija; and Nueva Ecija High School, Burgos Avenue, Cabanatuan City, Nueva Ecija.



Figure 1. Wesleyan University – Philippines’ Main Gate

Wesleyan University – Philippines is an Autonomous Methodist University in Cabanatuan City, Nueva Ecija. It is a private, non-stock, non-profit, and non-sectarian university is run by the United Methodist Church.



Figure 2. Central Luzon State University's Main Gate

Central Luzon State University (CLSU) is a state university on a 658-hectare campus in Munoz, Nueva Ecija. It is the lead agency of the Munoz Science Community and the seat of the Regional Research and Development Center in Central Luzon.



Figure 3. Nueva Ecija High School's Main Building

Nueva Ecija High School is a public secondary school located at Burgos Street, Cabanatuan City. It is run and governed by the Department of Education.

Data Gathering Procedures

The gathering of data for the study was conducted during free times of both the researchers and the participants.

The researchers used an interview method in collecting data. An interview involves direct interaction between the researchers and the participants. The researchers have guide questions to ask about from an interview guide structured by the researchers.

Population and Sampling Procedure

The persons who participated in this study were male homosexual educators who are actively having their professional practice either in public or private educational institutions in Nueva Ecija during the school year 2017-2018.

Purposive sampling technique was used to get the participants.

Data Collection and Analysis

A total of eight (8) male homosexual educators stated their responses to the questions provided by the researchers through an interview. The researchers utilized audio/voice recording tools that will serve as an evidence and verification of data.

Establishing Trustworthiness of Data

The data were validated through the following:

Credibility. It is characterized by the recognition of the truth of the findings by participants within the discipline. The researchers assure that the topic is well-structured before conducting the interviews to gather accurate data. Before conducting the interview to the selected participants, the researchers explicated the goals, objectives, and also the benefits for participating in the study. The researchers ensure that their study measures and tests what is actually intended.

Dependability. It is achieved through proper selection of the participants. The researchers came up with the set of criteria ensuring that the description of the phenomenon is substantial.

Conformability. It is established by taking steps to help ensure as far as possible that the work's findings are the result of the experiences and ideas of the participants rather than the characteristics and preferences of the researchers. This must be emphasized in this context to reduce the researchers' bias.

Ethical Considerations

The participants involved in the study were initially informed about the details of the research. These included privacy, their rights and conditions as participants. Written consent was secured before an interview started. This signified that they willingly agreed to participate in the study and to use their responses in the research while maintaining their anonymity. Confidentiality was rest assured to the participants.

Data Management and Analysis

The researchers transcribed voice recordings as a soon as possible after interviews to ascertain sufficient data to represent the various dimensions of the phenomenon.

Open Coding was utilized in the analysis of data. The male homosexual educators' responses were code, categorized and were subjected to appropriate analysis. Common themes of their experiences as male homosexual educators were interpreted.

Open Coding includes labeling concepts, defining and developing categories based on their properties and dimensions.

Data Analysis and Coding

The data gathered were analyzed using categorization and open coding wherein the researchers sought the common categories among the codes of the responses of the participants. Open Coding included labeling concepts and defining and developing categories based on their properties and dimensions. It is used to analyze qualitative data and part of many Qualitative Data Analysis methodologies. Categories emerged from the data in telling, describing, and recording their experiences of being male homosexual educators.

Discussion and Interpretation

The discussion of data was supplemented with the narrative discourses of the participants with its translations. These responses were interpreted through graphic organizers showing the major categories and sub-categories, which manifest the commonalities being examined from their responses.

The analysis of findings was supported with related literature and studies.

Chapter 4

Presentation, Analysis and Interpretation of Data

This chapter presents the interpretation and analysis of the participants' responses to the questions asked by the researchers.

Thematic Analysis of the Stories of the Participants

Major Theme 1: Surviving the Academia

The following are narrative discourses of the participants pertaining to their experiences as they survive the academia. These include sub-themes such as tolerance, intolerance and stakeholders' treatment to gay teachers.

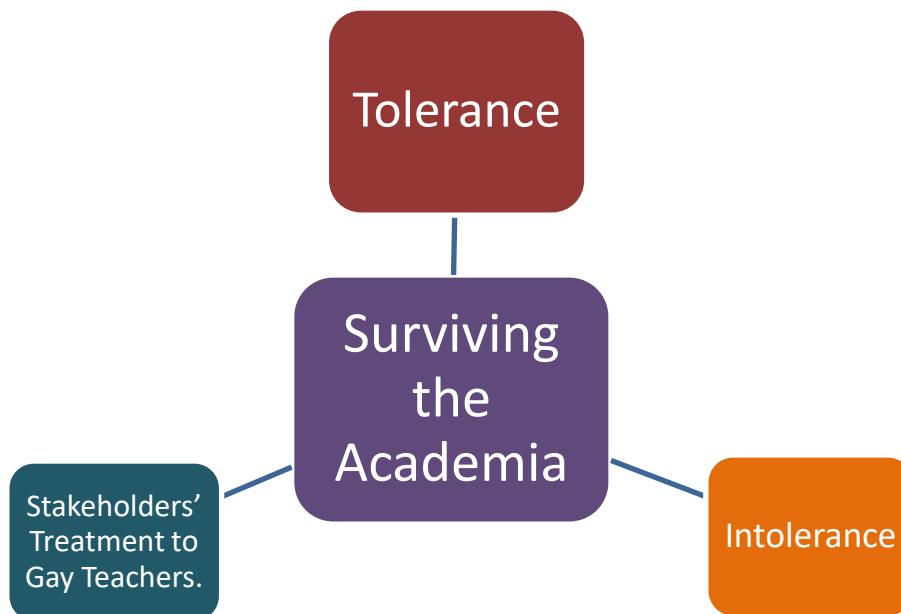


Figure 4. Major theme 1: Surviving the Academia

Various forms of academia's tolerance towards male homosexual educators emerged from the narrative discourses of the participants pertaining to their experiences as they survive the academia. These forms of tolerance are acceptance, respect, chance to transcend and prove one's worth, openness to gender diversity, friendliness and professional treatment.

Sub-theme 1: Tolerance

P1: *"accepting of my preferences in my personal life"*

P2: *"de tinitignan lang nila ko as professor."* (They just see me as their professor.)

P3: *"that homosexuality just like any gender preference requires you to prove your worth."*

P4: *“Nowadays, people are more open-minded when it comes to gender issue. They don't look at your gender orientation nor use it as definition of your personality. This tolerance to male homosexuality is an observable fact which is very positive.”*

P5: *“respect”*

P6: *“usually kasi ang maganda, yung iba kasi napaka-open-minded na eh, so definitely, inaccept na nila yung LGBT community anywhere, so definitely nakakatuwa lang talaga na yung iba is accepting pero siyempre yung iba hindi.”* (People nowadays are already more open-minded about the LGBT community and gender and he finds acceptance as a kind of tolerance that he has experienced in the society.)

P7: *“sa ibang ano kase.. sa ibang gay.. friendly kase ako eh. Kumbaga yung maghhi lang ako yung ganon. Ngayon kung hindi nila ako accepted, eh ok lang.. deadma ganon lang.”* (He states that friendliness is the kind of tolerance that he has experienced toward male homosexuality.)

P8: *“They accept me as a teacher. They work with me professionally.”*

Based on the verbatim above, there are four (4) participants who said that acceptance is the form of academia's tolerance toward male homosexuality that they have experienced. Two (2) of the participants said that respect is the form tolerance that they've experienced; and there are also some who have stated other kinds of tolerance that they have experienced as male homosexual educators, which are: *chance to transcend and prove one's worth, openness to gender diversity, friendliness, and treatment with professionalism.*

Various forms of academia's intolerance towards male homosexual educators also emerged from the narrative discourses of the participants pertaining to their experiences as they survive the academia. These forms of intolerance are stereotyping, discrimination, misjudgment on gender expression, and heteronormativity.

Sub-theme 2: Intolerance

P1: *“None at all.”*

P2: *“Actually, I don't matter kung what kind of gender yung inaano ko. Kase I have to respect all the gender naman. So, whatever your gender is, you are acceptable. Actually, sa akin wala naman epekto naman yung mga ganon, kase I really don't care kung ano yung sasabihin ng iba about me. About myself.”*

(There may be stereotypes, inequalities, bigotry, and discrimination against our gender but I do not care because it does not really matter. I do not care about the intolerance so it has no effect to me.)

P3: *“When people judge you based on your credentials, then it's all positive. We are all in an educated field.”*

P4: *“So far, I haven't experienced any discrimination with regards to my gender preference.”*

P5: *“Yes naman. Always naman diba? The LGBT diba? That's why merong LGBT-Q community. So, yeah. They are ano, they are fighting for the rights. I do not personally experienced. Hindi naman kase ano, hindi ko pa sya na-experience. Pero one of my friend, during nung time na nasa SM mall of asia kami, so I have one friend na cross dresser, which is sila yung mga gay na, sobrang out. So, they tried to... pumasok sila sa Cr ng pang male and then, pinagsisigawan sila ng... ng mga lalaki sa loob. Yon. So, there is always... discrimination really exist.”* (I have not

experienced any direct, personal discrimination against homosexuality but I'm aware of the discrimination because of having the chance to witness it happening to a friend.)

P6: *“Oo naman ‘no. Very much. Aware na aware ako but at the same time I accept the preference of others. If they don’t want a gay then definitely, you have to accept it. Don’t please everybody sasakit lang ang ulo niyo. Well, sometimes if people look down to you, of course you will feel down also. ‘Di ba? Parang pag sinabi ng iba ‘ay dapat di siya nagtuturo kasi bading siya, wala siyang maituturong matino’ well I think yung knowledge naman hindi base yan sa gender or any sexual preference as long as meron ka at you have something to share, yun na yon. Siyempre masakit din ‘di ba kapag may sinasabing hindi maganda sayo. Pero sabi ko nga, acceptance is the key. Para humaba pa yung buhay mo.”*

(Yes, I am very much aware but at the same time I accept the preference of others. If they don’t want a gay then definitely, you have to accept it. Don’t please everybody, it will just cause you a headache. Well, sometimes if people look down to you, of course you will feel down also. Right? It’s just like when they’ve said to you that “you shouldn’t be teaching because you are a gay, he can teach something that is reliable” well, I think the knowledge that you should have as a teacher is not based with the gender and sexual preference that you have as long as you have something meaningful to share. Indeed, it is painful when others are saying bad things about you. But, just like what I’ve said acceptance is the key, for you to have a longer life.”

P7: *“Siyempre! Jusko. Na-experience ko na yan. Sa umpisa, mahirap. Siyempre. Iisipin nila ‘uy bading’ tas ganyan ganyan ganyan... parang.. kase I have a boyfriend. So, one-year na kami mahigit pero paiba-iba syempre pagka nagbreak hahanap ng iba, ganon. So, yung experience na akala nila, ah simple lang o madali lang ang pagiging gay pero kase syempre minsan yung ginawa mong mga bagay na ganon yun yung nagpapasaya sayo, kaya, dinededma ko nalang.”* (Of course! My god! I’ve already experienced that. At first, it is really difficult. Of course, they will have this thought that I am gay, I do things like that and that and that... it’s like... because I have a boyfriend. And we’ve been already together for one year. But, it’s very inconsistent. Of course, when we broke up, I will find another one. So with the experiences that I’ve had, many people think that it’s just an easy thing to be a gay, when the truth is, it is not. That’s why I just ignore it.)

P8: *“Yes! very much. I’ve experienced discrimination in terms of how they judge me. They judge me based not on my abilities and credentials but on my gender. And I used those to be motivated to further prove myself. To prove that they are wrong.”*

P1: *“None at all”*

P2: *“I don’t experience intolerance”*

P3: *“that we are not as good as heterosexuals”*

P4: *“None at all.”*

P5: *“same.. same..”* (same to tolerance which is none)

P6: *“my gosh! Ang dami ko na na-experience na ganiyan pero deadma. Siyempre jinujudge ka towards your gender preference. Yung pananamit ko nga madalas najujudge ‘di ba. Pero okay natanggap ko na kasi matanda na ko.”* (My gosh! I’ve already experienced a lot of intolerances, but I just ignore it. Of course, they are judging me towards my gender preference. Especially, the way I dress and the way how I express myself. But it’s ok, I’m already used to it because I am already matured with that issue.)

P7: *“minsan kase pagka nakakakita ka ng ganon, parang titignan ka mula ulo hanggang paa... ngayon, pagka kwan, ngi-ngiti lang ako. Yun lang...”* (sometimes, when they see me as who I am, they judge me by staring at me from head to foot. But I just ignore it and just give them a smile.)

P8: *“Pre-judgment and discrimination. Even if they do not know me, they think that I’m immoral. That I cannot be a good role model to my students.”*

Based on the responses presented above, some of the participants have stated that they have experienced heteronormativity, judgment, indirect discrimination and stereotypes as forms of intolerance of the academia toward male homosexual educators. While others have stated that they did not experience any intolerance towards male homosexuality at all.

Various effects of academia stakeholders’ treatment to homosexual educators also emerged from the participants’ responses.

Sub-theme 3: stakeholders’ treatment to gay teachers

P1: *“I feel confidently beautiful. For my 18 years of service, I am happy to say that I am one of important team players of this university.”*

P2: *“I feel happy naman. Actually, okay naman ako. I gained their respect and I also respect them, then ‘yon I’m happy.”* (I feel happy. Actually, I’m ok. I gained their respect and I also respect them, then, yes, I’m happy.)

P3: *“Empowering, that academic society is accepting you based on your capabilities, and they are accepting of it.”*

P4: *“I’m happy and proud, there is nothing to be ashamed of. Everything is good. My gender orientation does not affect my relationship with them. They are open to what I am and to what I chose to be.”*

P5: *“Uhhh.. okay naman, as long as I’m doing my job. Siyempre, just like a sharing knowledge to the students. As long as nagagawa ko yung responsibility ko, okay naman since we are Christian school kase. So, ano lang siguro, we have to follow yung mga proper attire ng isang professional or isang employees. So yun...”* (It’s ok, as long as I’m doing my job. Of course, just like a sharing knowledge to the students. As long as, I’m able to do my responsibilities, I found no conflict at all since we are Christian school. It’s just that we have to follow the proper attire of a professional or an employee.)

P6: *“Nothing. I think it’s normal. Since I am working mostly with the same ‘out’ and ‘identified’ people so in terms of relationship with them, I’m okay but when I go outside specifically outside the office sometimes, I experienced discrimination to the others like other teachers who said to be male and female. Well with the students, based on my experience, they don’t see anything wrong with being gay, they see me as a normal teacher because they don’t refer that their teacher/s should only be male or female.”*

P7: *“Actually, when we say feeling about a gay teacher, may kwan... may anong kwan minsan eh, may hesitant minsan because ang nangyayari dito is parang once na you’re out... kung paano nila i-accept. Pero sometimes, you have to do something to sabi nga natin, para ma-lesen yung mga not accepting you as a gay. Parang ganon. Ako kase, more on talagang being professional parang ganon lang. being a program head or a gay professor, siyempre, I have to be a professional.”*

Uhhmm, kung ano yung na-signed kong contract dito dapat yun yung ipinapakita ko, yung pagiging... yung pagiging gay, dapat hindi magiging hindrance yon in giving quality education to the students. Yun lang naman ang kwan namin.” (Some cannot still accept gay people in the academe and being accountable and professional is what we do to be accepted. We live by what are stated in our contract, that our homosexuality should not hinder our delivery of quality education.)

P8: *“Happy and challenged. Happy because I am able to teach though I am gay. Challenged because I feel the need to prove myself to everybody. That I am not a bad influence. So far so good. Though I am gay, I’ve been given a lot of opportunities to show them what I’ve got like hosting school programs. But still, you cannot please everybody. Then and now, I’ve been judged.”*

Based on the responses presented above, the participants have stated that the various treatments of the different stakeholders of the academia to male homosexual educators like them have both positive and negative effects to them. As for the positive effects, they felt that they are affirmed cognizant of role, respected, unprejudiced, empowered, treated equally, and accepted. On the other hand, as for the negative effects, they also felt that they were prejudged, stereotyped, discriminated by co-teachers, and discorded.

Major Theme 2: Sustaining Virtues and Values of Gay Teachers

The second major theme presents the responses of the participants pertaining to the virtues and values that they uphold as gay teachers and that do sustain them on their professional teaching practice at the academia as male homosexual educators.



Figure 5. Major theme 2: Sustaining Virtues and Values of Gay Teachers in the Academia

P1: *“As part of the university culture, I personally believe that you will live accorded to my profession with the bounds of the Policy Manual of this institution. In short, my gender is not hamper the greatness of my profession expected from me.”* (He said that being part of the university is living with the bounds of the Policy Manual of the institution. And according to him, his gender does not hamper the greatness of his profession expected from him to the requirement of the law and with the expectations and stigma of academia and the society in general.)

P2: *“Just be professional. Yun lang talaga.”* (Being professional is the key to the “high morality-high value” requirement of the law and with the expectations and stigma of academia and the society in general.)

P3: *“Just be decent, be professional.”* (Being decent and professional is the key to the high morality-high value” requirement of the law and with the expectations and stigma of academia and the society in general.)

P4: *“I think, the best reconciling element between the norms of the society and my homosexual orientation is “the way of I live and carry myself in front of the people”* (He thinks that the way he lives and carry himself in front of the people is the best reconciling element between the norms of the society and his homosexual orientation.)

P5: *“Yun lang, uhmm ano, to, to be good as you are.. siguro. Uhmmm... kase, pag sinabing kase nilang gay diba, parang ang pangit-pangit nung definition nila during ah.. before.. pag sa pagiging gay. Pero, siguro, for me, for me to change, parang how they, how the other people see yung mga gay is to, siguro is to do good and also to act ah... not so violently. Parang ganon, kumbaga, gagawa ka ng Mabuti, para sa iba. So yun siya.”* (According to him, he manages to reconcile his sexuality with the “high morality-high value” requirement of the law and with the expectations and stigma of academia and the society in general through doing good deeds and act not so violently.)

P6: *“Ako yung tipo na hindi gumagawa ng hindi mabuti para sa iba. I mean, as much as possible you have to do good kahit na iba yung tingin nila sa 'yo pero huwag mong kalimutang gumawa ng maganda. And I believed naman this school naman (Wesleyan) is not discriminating the gay teachers because if we are discriminated, we're not being accepted here, at hindi ako tatagal dito ng four years.”* (According to him, he manages to reconcile his sexuality with the “high morality-high value” requirement of the law and with the expectations and stigma of academia and the society in general by doing good and wonderful things.)

P7: *“Dapat alam mo yung tama sa mali. Yun lang yung importante sa lahat. Hindi ka dapat.. hindi ka dapat gumogo beyond duon sa alam mong ikapapahamak mo. Kapag bawal, wag gawin. Syempre kung halimbawang may gusto ka, dapat hindi doon sa nasasakop halimbawa ng university. May gusto ka halimbawa na estudyante dapat hindi dito. Yun ang sinasabi ko sa kanila, maraming gwapong estudyante sa Wesleyan pero not here. You can have your boyfriend outside the university but not here because it will become an issue.”* (According to him, to achieve “high morality-high value” requirement of the law and with the expectations and stigma of academia and the society in general is knowing the right and wrong acts.)

P8: *“Basta, I'm prim and proper inside the classroom. I don't practice immoral acts.”* (He said, he is prim and proper inside the classroom. And he doesn't practice immoral acts to achieve the “high morality-high value” requirement of the law.)

P1: *“I found no Academe intolerance in my personal preference.”* (Have not seen any intolerance from the academia.)

P2: *“just simply be professional. Respect others so they will accept you also.”* (He says that being professional helps him to continue his profession as a gay teacher against his vulnerability toward the intolerance of the academia to homosexuality.)

P3: *“by continuing to further my studies”* (the way of pursuing further growth and excellence in his studies helps him to continue his profession as a gay teacher against his vulnerability toward the intolerance of the academia to homosexuality.)

P4: *“The law prohibits the immorality which does not evolve only around homosexuality. I think this is a common mistake among people who still see that homosexuals are somehow engaging in immoral acts. Based on my experience, I didn't witness any intolerance coming from the academia when it comes to homosexuality. It only occurs if “abusive actions” are committed by any person.”* (have not experienced any intolerance from the academia.)

P5: *“yun lang din siguro.. same dun sa answer ko sa mga past ano (questions) na just to be polite... parang... do good. Ganon na lang siguro, uhmm.. as long you are not doing ah.. wrong or something na nakakasama don sa community. I think we are heading the right (track) ano pa din.”* (the practice of politeness and doing good deeds help him to continue his profession a gay teacher against his vulnerability toward the intolerance of the academia to homosexuality.)

P6: *“so sabi ko nga kanina, we can't please anybody. So as much as possible, if doing your work well and you believed that mas marami kang natutulungan then... yun kasi yung nasa isip ko, kung marami kang natutulungan then dinidisregard agad yung sinasabi nila and sabi nga nila yung negative comments na nanggagaling sa iba eh tanungin mo muna yung sarilli mo kung nag vavalue na or vinavalue mo ba yung tao na nagsabi sayo ng negative comments. Kasi kung wala lang siya sa'yo, wag mon a siyang pansinin para hindi sumakit yung ulo mo.”* (Allotting all of my attention in my work and profession to perform well helps him to continue his profession a gay teacher against his vulnerability toward the intolerance of the academia to homosexuality.)

P7: *“alam mo dito kase, si sir *** lang yung nakaexperience ng ganyan kase because of ah... the way she.. the way he dress. Diba ganyan, kase halatang-halata. Ngayon kung may halimbawang... may mga naexperience din kami, ang ginagawa ko kase pagka kwan, instead of patulan mo sila, sabi ko nga, in a negative way, why not make it in a positive way.. sabi ko, magturo kayong Mabuti. Kase sabi ko yun naman ang basis natin eh... yun naman ang pinaka base line eh.. pag nagturo ka ng Mabuti, pinapakita mong matalino ka, magaling ka, sabi ko sayo, sino sila para kwestyunin ka...”* (never allowing himself to dwell in negative thoughts and just be focused on his work help him to continue his profession a gay teacher against his vulnerability toward the intolerance of the academia to homosexuality.)

P8: *“By proving myself to everybody through academic excellence.”* (striving for the excellence in academics helps him to continue his profession a gay teacher against his vulnerability toward the intolerance of the academia to homosexuality)

Based on the responses of the participants presented above, the participants have stated that the virtues and values that they uphold and that do sustain them on their professional teaching practice at the academia as male homosexual educators are professionalism, academic excellence, academic growth, politeness, goodness, optimism, professional accountability and excellence, obedience to policies, good deeds, upright life, proper self-presentation, harmlessness, morality, integrity, good deeds, knowledge of one's limitations, decorum and morality.

Major theme 3: Being Gay In The Academe

The third major theme presents the responses of the participants pertaining to the effects of participants' gender to their teaching profession and working relations. Positive and negative effects of the participants' gender to their teaching profession and working relations emerged from the narrative discourses of the participants pertaining to their experiences as they survive the academia. The positive and negative effects that emerged respectively are: (1) being gay in the academe inspires people, attracts friendship, elevates professional standards in teaching, entertains people, and springboards better. (2) being gay in the academe brings discord to gay teachers' working relationship with their heterosexual co-teachers.

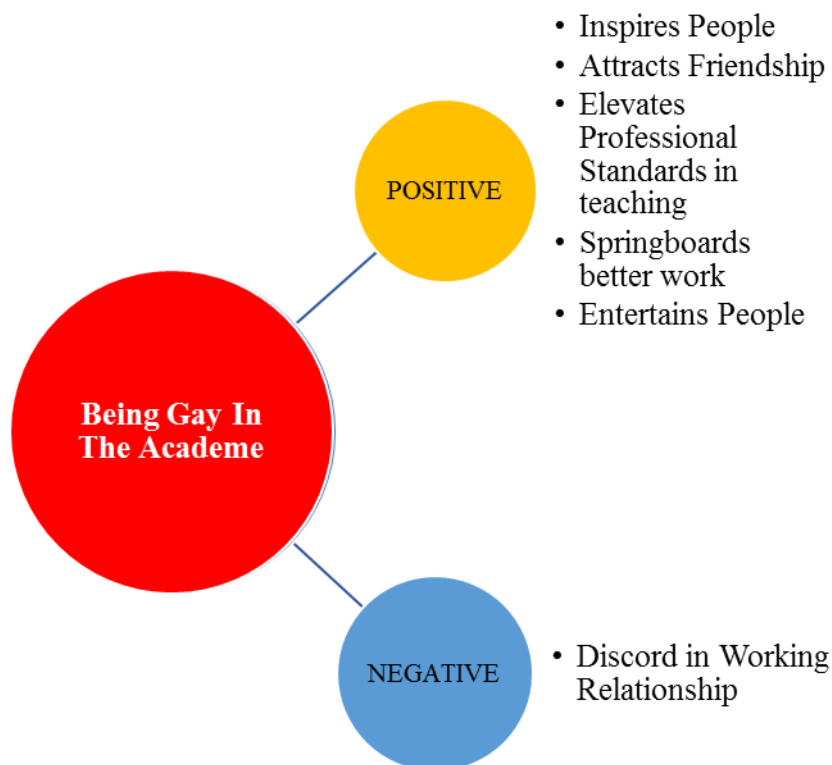


Figure 6. Major theme 3: Being Gay in the Academe

P1: "None at all"

P2: "It doesn't affect"

P3: "It inspired people"

P4: "Honestly, my gender has no direct effect to my professional working relations, but there are some who love to be with the poeple of the third sex."

P5: "Wala naman. It doesn't... Hindi naman... wala namang ganon epekto sa ano, sa relationship, sa ah, sa ah professional working places.. so, wala naman. So far..." (Nothing, there's no effect in the relationship with professional working places.)

P6: *“Well, in terms of teaching profession, I have no problem with that because I’ve I said earlier, the students were totally accepting and accepted the gay community and that gay community is existing in the society. But definitely, ang nagkakaroon lang ako ng problema talaga ay yung sa working relationship with my co-workers here in Wesleyan. Sabi ko nga kanina yung iba kasi hindi nila preferred yung bading na teacher. Yung lang, pero sabi ko nga nagpunta ko dito para magturo hindi mostly makipagtrabaho sa kanila. So, it’s okay with me.”* (Well, in terms of teaching profession, I have no problem with that because I’ve I said earlier, the students were totally accepting and accepted the gay community and that gay community is existing in the society. But definitely, the problem lies with the working relationship with my co-workers here in Wesleyan. As what I have said a while ago, others don’t preferred gay teachers. That’s it, but as I’ve said I went here to teach not mostly to work with them. So, it’s okay with me.)

P7: *“Pagkadating kase halimbawa sa pagtuturo or teaching ko na ganyan career.. dapat, first ah... appearance mo pa lang sa mga estudyante, ibigay mon a yung nararapat na, yung policies mo yon. Para atleast alam na nila kung gaano ka ka-strikto or andon ka, para.. para maging teacher nila at the end. Kase pag halimbawang yung ah yung hindi ka nagbigay ng parameters, mahirap yon. Kase nga maraming estudyante na parang itatake for granted nila yung pagiging gay mo para atleast ano, makakuha ng passing score ng passing grade.”* (He states that his gender affects his teaching profession for his students somehow take his capability as a teacher for granted that’s why he makes sure to show and portray a strict side to his students, that he may gain their trust and respect. But in terms of working relations, it doesn’t affect at all because his co-workers in his office accept him very well.)

P8: *“Actually I’m the clown in the school. I make people happy. Sabi nga nila, gay people are fun people. In terms of its effect to my profession, since my being gay makes me an open door to criticisms, my gender serves as my stimulus to better work. Para wala silang masabi.”* (He affirms that his gender affects his teaching profession in a positive and meaningful way for it serves as a tool to make the people around him happy. In terms of professional working relations his gender, which sometimes receives criticisms serves as his motivation to do better work.)

The gathered data show that being gay in the academe of the participants has both positive and negative effects on their teaching profession and professional working relations. As for the positive effects, the participants said that being gay in the academe inspires people, attracts friendship, springboards higher professional standards in teaching, springboards better work, and serves as source other people’s laughter. As for the negative effect, being gay in the academe brings discord to gay teachers’ working relationship with their heterosexual co-teachers.

Major theme 4: Pleading for Acceptance, Equity, And Change

The following are the responses of the participants, which are all about their plea for acceptance, equity, and change addressed to students, parents, academia, other gay teachers, Philippine educational system, and to society in general.

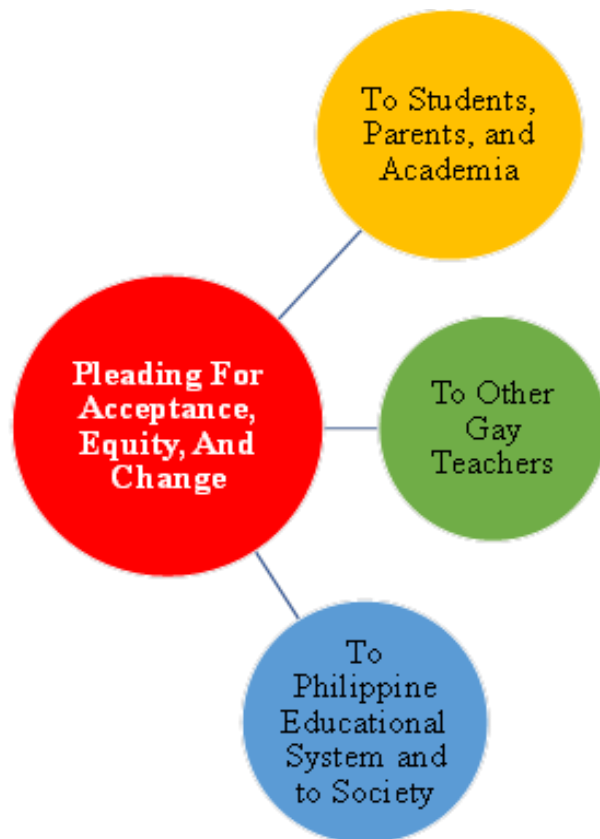


Figure 7. Major theme 4: Pleading for Acceptance, Equity, and Change

The first set of pleas of the participants for acceptance, equity, and changed are addressed to students, parents, and the academia in general. They are pleading them to (1) base acceptance on performance, (2) respect one another, (3) understand that quality education knows no gender, (4) remember that teaching profession is also for gays, and (5) stop judgments based on gender stereotypes.

Sub-theme 1: Plead to the Students, Parents, and Academia

P1: “Your non-biased acceptance of our presence in academe, makes us more challenge to be at our best in giving the excellent performance as academician.”

P2: “Para sa lahat nalang... I just only have three words: RESPECT ONE ANOTHER.” (This is for everyone... I just only have three words: RESPECT ONE ANOTHER.)

P3: “To the academia, thank you. To my students, just keep improving yourselves. To the parents, your children are sure to gain wisdom. to my co-teachers, thank you.

P4: *“To the students, do not abuse the tolerance of the society. Always draw boundary within you. Know the limits of our freedom. You are fortunate enough that laws that secure equality are being implemented. As students, it is your duty to secure equality and it is your responsibility to respect it. To the parents, I know some of you don't fully accept the choices made by your sons and daughters. They might have chosen to be part of the third sex, but it doesn't mean their humanity has also been affected. Always remember that they are capable of doing great things. Remember the different personalities who made names in our society and are members of the third sex. Look at them and learn from them for your sons who are gays and your daughters who are lesbians are all capable to be great contributors and catalysts of our nation. To my co-teachers, you are part of a society where people have finally realized that being gay/lesbian is not a curse nor a genetic disorder. We thank you for accepting us. We thank you for giving us opportunity to be your friends. You allowed us to co-exist with you through your trust. Gender has never been an issue in our platonic relationship.*

P5: *“First to the university, siyempre, we are very thankful for taking good care of us as.. as an employee, as their employee. Sa mga students, siguro wala naman akong masasabi, kase majority of the students. They.. they know how ah.. to accept yung third gender. And to the parents... ganon din.. to my co-teachers, majority naman sa amin, pare-pareho kase kami (na bakla) so that's why.. that's why I am enjoying my work... work places”*

(First, we are very thankful to the university for taking good care of us as an employee, as their employee. To the students, I don't have anything to say, because majority of the students know how to accept the third gender. And to the parents, same. To my co-teachers, majority of us are the same (gays) so that's why.. that's why I am enjoying my work... work place...)

P6: *“To the academia of course, I'm thankful that they still have me here and they accepted me as one of their teachers. To the students, of course, thank you din kasi they are accepting already the LGBT community. To the parents, dapat maglearn sila kasi yung mga parents ang nagiging problema hindi yung mga students, 'ay teacher mo yan?' So, I think, don't see on the outside but rather kilalanin muna nila yung tao bago sila magjudge. To my co-teachers, wala naman akong problema sa mga 'to eh because you know (most of them are also male homosexuals).*

P7: *“Ang dami naman haha.. ano muna, academia, if we hire teacher siyempre ang basis natin dito ay yung kanyang portfolio o kaya yung kaniyang standing record dun sa kwan, academic kwan nya... so, kung magaling, whether bading man yan or what.. sabi ko, obserbahan yung pagtuturo, yun yung importante sa lahat eh. Ngayon, yung halimbawa.. i-orient nalang about school regulation... susunod, students... message ko sa kanila, madalas akong nakakaexperience ng mga ganyan sa mga estudyante pero tinatawanan ko lang eh, siguro pagka sa mga estudyante dapat, wag nilang tignan yung isang tao kung ano yung panlabas.. tignan dapat kung ano yung naicocontribute kase yun naman yung importante sa lahat... sa parents... ako kase, siguro lately nalang nila akong natanggap. Although mula elementary hanggang college honor student, pero ayaw nilang maging bading ako eh wala naman akong magagawa eh.. pero love na love ko ang parents ko. Sa ibang parents naman, sabi nga pagka nagkaroon ng anak na gay, try to accept kase gift naman yan na ano.. although, na ang ginagawa nila is parang ginaguide pa rin nila para atleast hindi maligaw ng landas ang importante... To my co-teachers, uy accepted naman haha.. pag di nila ako inaccept wala silang trabaho hahaha...*

P8: *“To the academia, thank you. To my students, and to the parents, Gay teachers can also be good role models. Trust us! To my co-teachers, thank you for accepting me. At least the majority of you hahahahahahaaa.*

The second set of pleas of the participants for acceptance, equity, and changed are addressed to other gay teachers. They are pleading them to (1) *act accountably*, (2) *be an exemplar*, (3) *teach with integrity*, (4) *be out and inspire*, and (5) *live by their limitations*.

Sub-theme 2: To Other Gay Teachers

P3: *“To the other gay teachers like me, continue being an inspiration.”*

P4: *“To the gay teachers, the society has accepted us. They broke the line that divides us. They let us in and welcomed us to be part of their world. This is an opportunity which demands respect. We can show respect to this freedom by not overjoying the rights that have been given to us. Know our limits as educators. We have to set example to our learners and teach them that being a gay is also being a human, a true human. A human who is capable of giving respect.”*

P5: *“and to the other gays teachers like, like me, siguro... may nababalitaan kase ako sometimes mga gay teacher they.. they usually.. ginagamit nila yung pagka gay teacher nila as passport na.. ah.. magkararoon ng syotang estudyante.. makapag.. makagawa ng ganito, ng ganon... for me ano lang, ah.. as a gay teacher, na tulad ko, siguro.. we should.. wag natin syang gamitin as a passport (to do wrong things)... wag natin syang ah.. i-over power to do na hindi naman maganda.. yun lang.. and also, to the gay teachers like me, sige... na ah.. na ano, tawag dito.. na... kelangan gawin dapat yung tama kase ang naging.. naging tattoo ng.. ng mga tao dati, pag sinabing gay, ganito, ganyan.. parang lingid sa kaalaman nila na kahit gay ka naman may Mabuti kang pwedeng gawin...”*

P6: *“To the other gay teachers, kung hindi pa sila ‘out’ mag-out na sila! My gosh! Ang hirap kasing.. kasama kasi yun sa confidence eh, yung pag-out ka, pag alam nilang bading ka, at least mas lalong nabuild yung confidence mo kase malalaman mo kung aaccept ka ba nila or hindi.”*

P7: *To other gay teachers, although yung iba medyo nagiging kaclose ko na pero parang wala naman akong nakitang kwan sa kanila.. ang.. ang.. nagkkwan sa amin.. ang nagdodown sa amin kase eh yung kamukha din namin na kwan.. professor din na hindi naman gay.. pero sa mga gay kwan naman kase, message ko sa kanila, dapat may limitation.. yun lang ang importante saa lahat. Yun bang maririnig mo na, ‘hmmm si ganito ka-date si ganyan ganyan’ dapat hindi nakikita yung ganon para atleast kahit papano.”*

P8: *“To the other gay teachers like me, Go lang! There’s nothing wrong for being who you are. Just don’t engage in any immoral act that will ruin and discredit the teaching profession.”*

The third and last set of pleas of the participants for acceptance, equity, and changed are addressed to students, parents, and the academia in general. They are pleading them to (1) *continue transformative education*, (2) *legislate for the elimination of discrimination*, (3) *recognize that gays are co-equals of all genders, that gays are excellent people, and that like heterosexuals, gays are also human beings*, (4) *use education to make gender equality a reality*, (5) *treat everyone with equality*, (6) *continue growing*, and (7) *develop the culture of equality*.

Sub-theme 3: To the Philippine Educational System and to Society

P3: *“To Philippine Educational System, we are moving forward, thank you. And to the society in general, education before judgment.”*

P4: *“To the Educational System, K to 12 highlights gender equality. The “makatao” core value pronounces the right of every man to live in a discrimination-free- society. Continue the integration of values education in other disciplines for through this, we will see a better nation. To the society,*

being gay and lesbian is being human. Your realization towards this gave us hope to enjoy our right to express ourselves. We will pay you back by helping you to realize your ultimate dream of a peaceful society. We will do our part as members of the community by forging the very foundation of our nation- the education.”

P5: *“so to the Philippine Educational System and to society in general... yun lang.. i.. could say na yung mga gays, sila yung mga excellent people... sila yung.. gay means ano kase eh, ah.. joyful, enjoyable, so we are.. they are ano, they are the excellent people you can meet inside and outside to your.. outside of your university. Yun lang...”*

P6: *“To Philippine educational system, well, wala naman akong masasabi diyan. Continue to change the educational system for the better. To society in general, don’t be judgemental.”*

P7: *“To Philippine educational system, may batas naman kase tayo eh. Actually, I don’t know kung na-ano na yung discrimination law pero kase sa education system natin, wala naman silang kwan... wala naman silang ah... parang discrimination na nangyayari.. ang kinakwan lang nila.. ang nagiging problem lang kase sa educational system law sa mga bading na teacher, sa mga teacher in the future.. yung masyado na silang sumosobra dun sa limitasyon.. kaya, dapat siguro, kung halimbawang education system, so magkaroon lagi ng awareness regarding don sa issue na yan.” To society in general, ‘yun ang problema namin lahat, ang society.. kase bakit? Makita ka lang nakadamit na ano.. Makita ka lang na nakakwan... tapos, sana magkaroon ng tinatawag nating equality. Para atleast kahit papano matanggap kami. Yun lang naman ang ina-ano namin, tapos hindi yung pagka kwan “ay bakla bakla” gumaganon. Kaya minsan pagka Kwan dinedema ko nalang. Si sir Andi nga sabi nyang ganon.. titingin lang si sir Andi.. ako naman, ngingitian ko lang sila.. so what? Sabi kong ganon.. yun lang...”*

Conceptual Framework of the Study

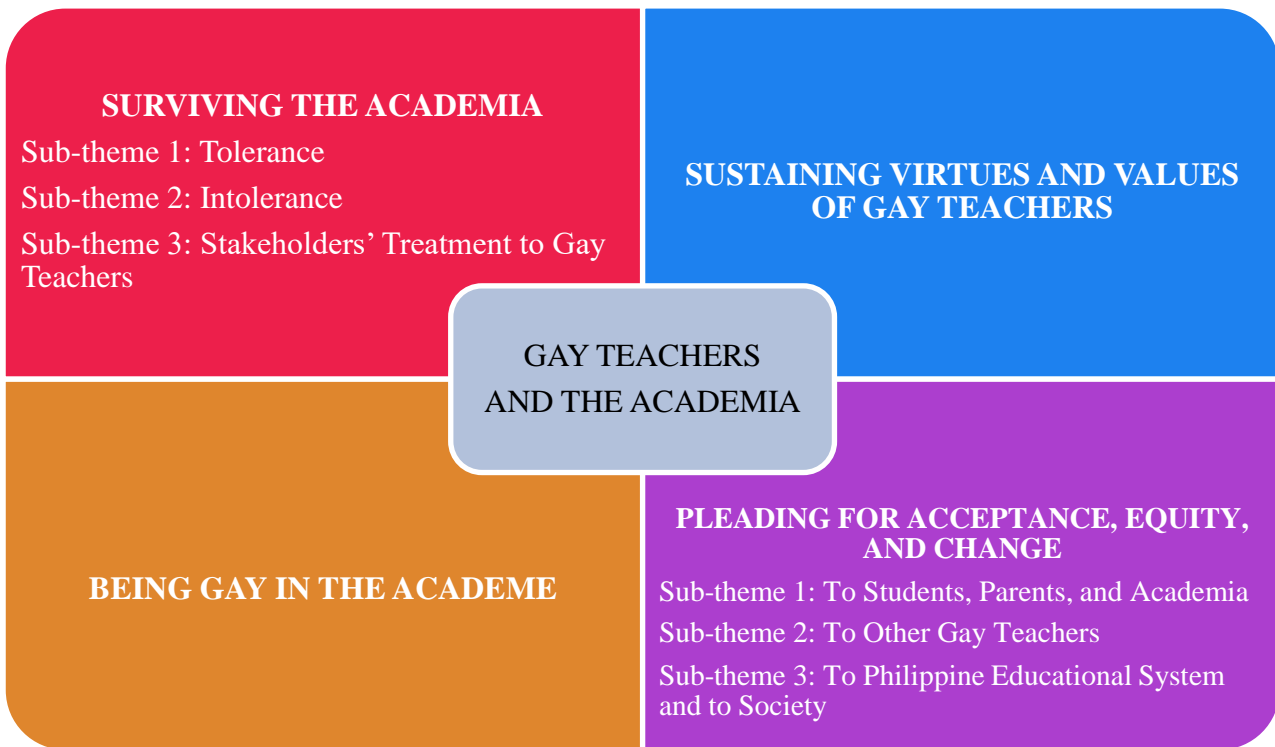
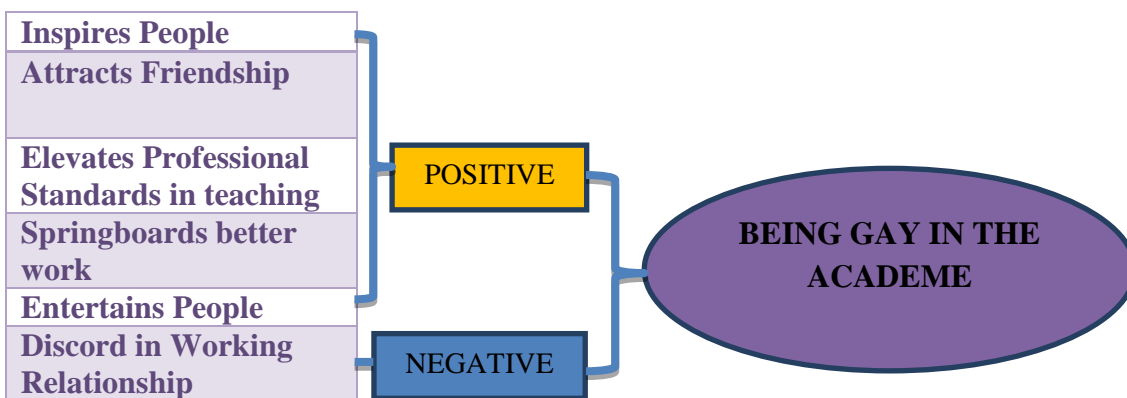
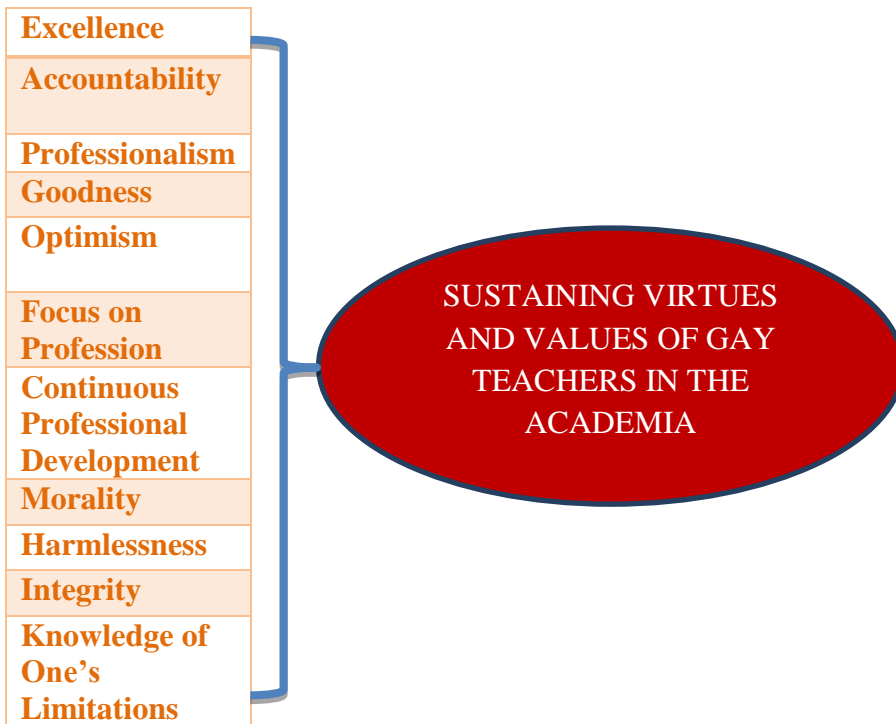
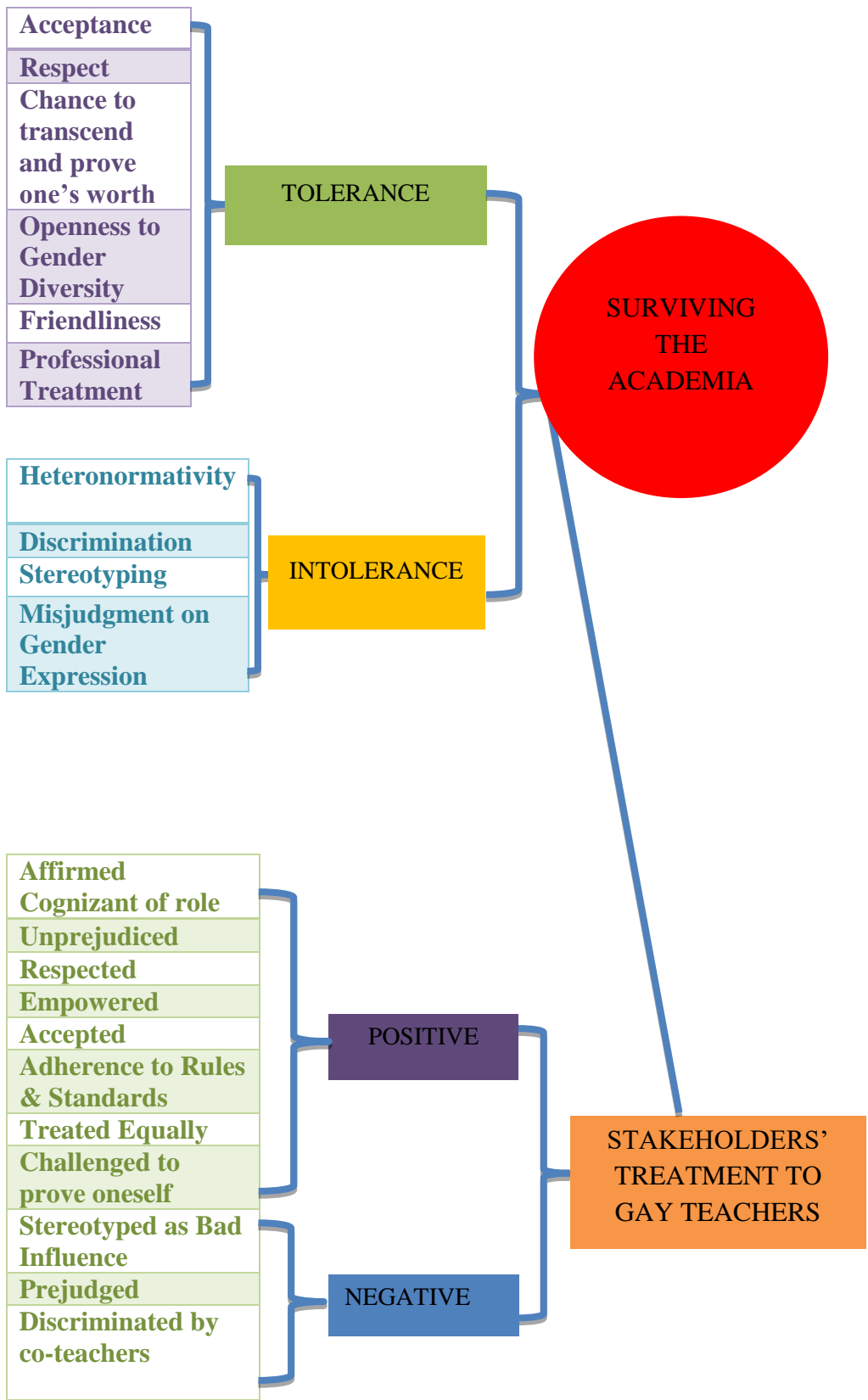


Figure 8. Emerged Framework

CATEGORIES







Chapter 5

Summary, Conclusions and Recommendations

This chapter presents the summary of the study, the findings drawn, the conclusions and the recommendation.

Summary

Fifty percent (50%) of the participants belong to the age group of 24-26 years old, twenty five percent (25%) were 33 years of age, twelve point five percent (12.5%) is 42 years of age and the remaining twelve point five (12.5%) is 52 years of age. The mean of the participants' age is 32.63.

All of the participants were male homosexuals. 7 of them are identified gay in the community, academia and society while the 1 of them is an admitted closet gay.

Majority of the participants (75%) were college teachers and the remaining 25% were junior high school teachers.

All of the participants were single.

Seven (7) of the eight (8) participants are identified as "out" gay teachers and the other one is an admitted "closet gay". The reason of the closet gay participant for not coming out is the fear of being judged by the people around him and of being disrespected by his students. As a gay teacher, the respondent wants to be respected by his students and he thinks that letting his students know about his gender might hamper him from being respected by his students.

As gay teachers, the participants have experienced various forms of academia's tolerance and intolerance to male homosexual educators. As for the forms of tolerance that they have experienced as gay teachers, four (4) participants said that acceptance is the form of academia's tolerance toward male homosexuality that they have experienced. Two (2) of the participants said that respect is the form tolerance that they've experienced; and there are also some who have stated other kinds of tolerance that they have experienced as male homosexual educators, which are: *chance to transcend and prove one's worth, openness to gender diversity, friendliness, and treatment with professionalism.*

While there are some who have stated that they did not experience any intolerance towards male homosexuality at all, still, majority of the participants have stated that they have experienced intolerance of the academia toward male homosexual educators in the form of heteronormativity, judgment, indirect discrimination and stereotypes.

Majority of the participants have also revealed that the various treatments of the different stakeholders of the academia to male homosexual educators like them have both positive and negative effects to them. As for the positive effects, they felt that they are affirmed cognizant of role, respected, unprejudiced, empowered, treated equally, and accepted. On the other hand, as for the negative effects, they also felt that they were prejudged, stereotyped, discriminated by co-teachers, and discorded.

One hundred percent of the participants have stated that they uphold certain virtues and values as gay teachers that sustain them on their professional teaching practice at the academia where vulnerability of gay teachers to various intolerance, bigotry, stereotypes, and prejudices exist.

The sustaining values and virtues of gay teachers in the academia are professionalism, academic excellence, academic growth, politeness, goodness, optimism, professional accountability and excellence, obedience to policies, good deeds, upright life, proper self-presentation, harmlessness, morality, integrity, good deeds, knowledge of one's limitations, decorum and morality.

The gathered data show that being gay in the academe of the participants has both positive and negative effects on their teaching profession and professional working relations. As for the positive effects, all of the participants said that being gay in the academe inspires people, attracts friendship, springboards higher professional standards in teaching, springboards better work, and serves as source other people's laughter. As for the negative effect, one of the participants said that being gay in the academe brings discord to gay teachers' working relationship with their heterosexual co-teachers.

One hundred percent of the participants are pleading for acceptance, equity, and change to the students, to parents, to academia, to other gay teachers, to Philippine educational system, and to society in general. The first set of pleas of the participants for acceptance, equity, and changed were addressed to students, parents, and the academia in general. They are pleading them to *(1) base acceptance on performance, (2) respect one another, (3) understand that quality education knows no gender, (4) remember that teaching profession is also for gays, and (5) stop judgments based on gender stereotypes*. The second set of pleas of the participants for acceptance, equity, and changed were addressed to other gay teachers. They are pleading them to *(1) act accountably, (2) be an exemplar, (3) teach with integrity, (4) be out and inspire, and (5) live by their limitations*. The third and last set of pleas of the participants for acceptance, equity, and changed are addressed to students, parents, and the academia in general. They are pleading them to *(1) continue transformative education, (2) legislate for the elimination of discrimination, (3) recognize that gays are co-equals of all genders, that gays are excellent people, and that like heterosexuals, gays are also human beings, (4) use education to make gender equality a reality, (5) treat everyone with equality, (6) continue growing, and (7) develop the culture of equality*.

Conclusions

With its various forms of tolerance to homosexuality, it is clear and undeniable that the academia is also open for male homosexual educators. Nevertheless, it is also important to note and underscore that the academia is a professional arena that is still not free from the culture of heteronormativity, gender discrimination, gender stereotyping, and misjudgment of gender expression, which are the reasons why existing male homosexual educators in the academia are still pleading for acceptance, equality, and change.

From all the data gathered from the participants, acceptance, equality, and positive change of people's perspectives on gender are the primary pleads of male homosexual educators.

From the profile of the participants, it has been revealed that seven (7) of the eight (8) participants are identified as "out" gay teachers and the other one is an admitted "closet gay". The reason of the closet gay participant for not coming out is the fear of being judged by the people around him and of being disrespected by his students. As a gay teacher, the respondent wants to be respected by his students and he thinks that letting his students know about his gender might hamper him from being respected by his students.

The forms of academia's intolerance towards male homosexual educators that the participants have experienced are heteronormativity, judgment, indirect discrimination and

stereotypes. On the other hand, the form of academia's tolerance towards male homosexual educators that the participants have experienced are acceptance, respect, chance to transcend and prove one's worth, openness to gender diversity, friendliness and professional treatment.

Various treatments of the different stakeholders of the academia to male homosexual educators have both positive and negative effects to the participants. As for the positive effects, the participants felt that they are affirmed cognizant of role, respected, unprejudiced, empowered, treated equally, and accepted. On the other hand, as for the negative effects, they also felt that they were prejudged, stereotyped, discriminated by co-teachers, and discorded.

Being gay in the academe of the participants has both positive and negative effects on their teaching profession and professional working relations. As for the positive effects, being gay in the academe inspires people, attracts friendship, springboards higher professional standards in teaching, springboards better work, and serves as source other people's laughter. As for the negative effect, being gay in the academe brings discord to gay teachers' working relationship with their heterosexual co-teachers.

Having their professional practice at the academia where vulnerability of gay teachers to various intolerance, bigotry, stereotypes, and prejudices exist, the participants uphold certain virtues and values as gay teachers to sustain them on their professional teaching practice. The sustaining values and virtues of gay teachers in the academia are professionalism, academic excellence, academic growth, politeness, goodness, optimism, professional accountability and excellence, obedience to policies, good deeds, upright life, proper self-presentation, harmlessness, morality, integrity, good deeds, knowledge of one's limitations, decorum and morality.

Recommendations:

The following recommendations were formulated based on the narratives of the participants of this study:

1. To the national education leaders, may they boost gender economy by making gender and development a comprehensive, intensive, and authentic part of curriculum for all the stakeholders of the academia; and by continuing the formulation and implementation of policies that will protect the rights of LGBTQ people and will promote gender equality.
2. To school leaders and administrators, may they promote the culture of gender equality and reduce gender prejudices in schools through conducting more seminars and trainings for students, parents, teachers, and other stakeholders of the school about sexual orientation, gender identity, and expression (SOGIE).
3. To heterosexual teachers and students, may they eliminate the culture of heteronormativity through engaging themselves in healthy discourses, trainings, seminars, and researches about gender economy and development.
4. To parents and students, may they help in the reduction of gender prejudices and bigotry at the academia through upholding open-mindedness on the dimension of gender and development.
5. To the lawmakers, may they legislate for the reduction of gender discrimination and for the promotion of gender equality through creating and proposing new bills that will protect the rights and welfare of all people, regardless of their gender, at all times, and wherever they may be.
6. To the gay teachers, may they help the LGBTQ community on their crusade and campaign for gender equality through giving justice to their profession by knowing their limitations, upholding professionalism, excellence, integrity, morality, and by living an upright, decent, and moral life.
7. To future researchers, may they further conduct studies regarding gender and development, gender economy, and gender equality.

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- NEHS PICTURE https://upload.wikimedia.org/wikipedia/commons/thumb/1/17/0162jfNueva_Ecija_High_School_Cabanatuanfvf_23.jpg/800px-0162jfNueva_Ecija_High_School_Cabanatuanfvf_23.jpg
- WU-P PICTURE :<https://i2.wp.com/www.localpulse.net/wp-content/uploads/2016/10/Wesleyan-University.jpg?resize=696%2C522>

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