Supang

SUPANG

Aquinas University of Legazpi

60 years of grateful passion and devotion to the true and loving life

FOREWORD

Supang is a bikol term to mean youngshoot or sucker. The shoot of any gowing plant; to send out shoot that develops into a new plant in clumps around the original plants; it also refers to the maturing of a girl or a boy- PAGSUPANG.

The year 2009 is a year of growth and achievement for the College of Arts, Sciences and Education in its research endeavors. Through its efforts, the CASE continued to maintain its standing in accomplishing significant students' researches, investing in post graduate researches of faculty to achieve professional growth through research trainings. Like the shoot, the CASE must continuously grow as an educational unit in all its thrusts, most relevantly in its quest for discovering new knowledge helpful not only to the CASE and Aquinas University but also to the entire humanity through the conduct of worthy research.

This publication summarizes faculty research successfully completed during the past school year. The report includes significant accomplishments in the areas of Literature, Philosophy, Political Science, Natural Science, and Education.

As a result of this broad-based support of the CASE to its faculty in the field of research, it is proud to introduce the second volume of SUPANG, the official academic publication of the CASE. With great optimism, its editorial board and the CASE are hopeful that the outputs presented will be beneficial to the different fields of learning

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FOLKTALES OF BARANGAY CRUZADA: A SHOWCASE OF TRADITION

Romina Esposito-Villamor, MA Lit.

Literature is a potent vehicle for determining one's culture and identity. Aristotle views literature not only as a mirror of the past or the present, but most importantly functions to unify people, rally and encourage them to defend, preserve and advance communal interests. It proceeds from a worldview that unifies community and reinforces identity and loyalty. (Tiu, 2001) Literature may serve as a source of information, a means of persuasion or as a form of entertainment. The rich and diverse ideas, themes, and motifs gleaned from every text revealing of a people's culture, contribute greatly to these essential functions of literature bringing forth knowledge and pleasure. . In short, literature constitutes man's record of existence as a people or community. It is history, religion and life. (Tiu, 2001)

Folklore, the oldest form of literature relates the genealogy of a family, the origin of the universe and the world, and the meaning of institutions through myths. It serves as the basis of morality, governments and national identity. More so, it does not only explain things but it also claims and appropriates the things that surround a race or tribe. Through epics and legends, people get to know their braves and heroes whom respect as their role models. From folktales, they likewise learn about their ancestors and their customs and practices.

The folktale is one form of folklore that stems or grows out of the lives and imagination of the common people or folk. In a broader perspective, it is a form of traditional literature which began as an attempt to explain and understand the natural and spiritual worlds. Its origin lies in oral tradition, until the twelfth century, when first literary sources began to circulate in Europe. Some scholars argue that folktales are passed on through the migrations of people. Once developed, they speed from century to century through people from all walks of life, such as, sailors and soldiers, women stolen from their tribes, slaves and captives of war, traders, minstrels and bards, monks and scholars, and young men on the grand tour. The stories circulated in consistent, yet shifting form due to the fact that each teller would slightly alter the words. (Carol-Lynch 2001)

Universal and unifying the nature of a folktale is, this genre has inspired a local study of unearthing folkloric material to validate a people's heritage. The desire to search for the identity of a particular community and to remedy the dearth of indigenous Bicol texts has aroused the interest of this research, since at this juncture of history; commercialized globalization threatens to erode our sense of self as a people. In this globalized world, cities are becoming clones of each other, and people are converging into fake stereotypes. Gone are the unique communities that carry so much history and culture in every corner, lost are the enriching cultural differences and specificities that make a society uniquely what it is. With this dilemma, there is a need for a

great effort to trace the importance of our roots, our sense of beginning and our continuing sense of placement.

Barangay Cruzada, located at Aquende Drive, Legazpi City is a melting pot of both rural and urban dwellers. Despite its modern influences however, the place is rich in folk narratives that continue to thrive amid classy hotels, restaurants, and entertainment centers. The paradox of the cosmopolitan setting versus the perpetuation of indigenous verbal lore is of great interest since it is a departure from the common sources of oral tradition. Why such tradition persists in a modern locale is worth looking into.

This study is an analysis of the folktales of Brgy.Cruzada, Legazpi City. Specifically it attempted to generate answers to the following queries:(1) What types of folktales are found in Barangay Cruzada, Legazpi City? (2) What are the characteristics of said folktales as drawn from the various narrative elements of folklore such as: a) abstract b) orientation in terms of time, place, personages, situation; c) complicating action, d) evaluation e) resolution/result? (3) What historical/cultural and religious practices that speak of the Bicolano traits are discernible in these folktales?

This study is an ethnographic research which used unstructured interviews, documentary and content analysis as method. The process involved collection, translation, recording, description, analysis, validation and interpretation of the gathered data. Manuel's vertical and horizontal tests to determine folkloricity and the Labovian method of analyzing the elements of prose narratives (such as abstract, orientation, complicating action, evaluation, and resolution/result) were used for the structural analysis, which in turn yielded historical/'cultural, and religious practices discernible in the folktales.

The following are the findings of the study: (1) Out of the 30 folktales, 22 are Supernatural Tales, 6 are Realistic Tales and 2 are Tales of Extraordinary Beasts. (2) No variant of the collected folktales was found in the course of data gathering. (3) The folktales are describable in terms of abstract, orientation of time, pace, personages and situation; complicating action, evaluation, and resolution/result. (4) The analysis of the various elements of prose narrative yielded certain historical/cultural and religious beliefs.

Based on the aforementioned findings, the following conclusions were derived: (1) The typology/classification drawn from the folktales of Barangay Cruzada, Legazpi City include Supernatural Tales, Realistic Tales and Tales of Extraordinary Beasts. (2) Barangay Cruzada folktales are fully-formed narratives based on its elements of prose narratives present. They exhibit flexible structural patterns dependent on the manner of narration employed by the story teller. Five different structural patterns or combinations were derived through the structural analysis of the elements of prose narratives. These are: abstract-orientation-evaluation-resolution; abstract-orientation-evaluation-resolution; abstract- orientation-complicating action-

resolution; abstract- orientation-complicating action-evaluation, and abstract-orientation-resolution They are also reflective of certain traditions, customs, beliefs, positive and negative traits and cultural practices still evident as of the present . In addition, they also serve as carriers of tradition and as a medium in reinforcing and validating the Bicolano traits and cultural specificity. (3) Fourteen historical/cultural practices were revealed. Eight are reflective of positive commmunal traits and these are: preparing/cooking of native delicacies, working overtime, farming, respecting (Japanese) soldiers and officers, hunting "aswangs", storing of wood in the "agunan", attending funeral wakes,sharing/retelling of strange and mysterious experiences; while six are reflective of negative traits which are :gathering/picking of vegetables/plants from unsafe places , believing and spreading rumors, upholding superstition and folk beliefs, engaging/believing in folk medicines, playing tricks on people, and gambling. Likewise, the practice of devotion to patron saints, observing All Saints' Day and, caroling during Christmas season were the religious practices noted from said folktales. Local folktales are potent vehicles for determining, tracing, passing, introducing and appreciating the tradition, culture, customs and beliefs of a people.

On the basis of the preceding conclusions, the study recommended the following: a) conduct similar studies on folktales or other prose narratives of other rural and urban communities to foster better understanding of the humanity, individuality, and psyche of the people to whom these prose narratives belong, and for comparative studies with other communities having the same folkloric genre; b) include Barangay Cruzada folktales into the curriculum of Bicol Literature subjects in different schools of Legazpi City; c) integrate local folktales and other types of prose narratives in the study of Bicol Literature and introduce various folkloric methods of analysis according to the specific indigenous genre; d)initiate gathering, compiling and publishing of other types of prose narratives in urban locales such as Barangay Cruzada for posterity; e) encourage the Barangay Council of every community to conduct projects of collecting, documenting, disseminating folkloric materials and practices for the purpose of the residents' appreciation of their distinctness, and to save these indigenous materials from extinction; f) utilize the reflected beliefs and practices from the folktales to enhance/develop, enrich, nurture or re-direct the present generations' way of life; g) create policies for lawmakers to pass a law or ordinance to direct LGU's to design ways and means of preserving indigenous traditions and practices of every barangay in Legazpi City; h) publish a book on the collected folktales of urban communities of Legazpi City to enrich the present collection of local literature and to remedy the dearth of indigenous Bicol materials; i) conduct future researches on similar folkloric genre in Barangay Cruzada as well as other urban barangays of Legazpi City to further validate that indigenous verbal lore persist in modern locales; and lastly, j) include psychological aspects of the folktales in future researches to determine the effects of the narratives into people's psyche.

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AN ASSESSMENT OF THE IMPACT OF TYPHOON REMING AND THE USE OF SUPPORT SERVICES BY COLLEGE STUDENTS

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Purpose and Objectives of the Study

Typhoon Reming struck the Bicol Region and landed in Catanduanes and Albay on November 30, 2006, reaching maximum wind speeds of 265 kph (Austero, 2007). It was the second worse typhoon to hit the region, second only to Typhoon Seniang which struck last 1970 and reached maximum wind speed of 275 (Gimata, 2007). Compared to the other provinces such as Catanduanes and Camarines Sur, Albay suffered the brunt of the extent of damages on lives, communities, services and government properties [National Economic Development Authority (NEDA) Bicol, n.d.]. In Albay alone, 98.6% of barangays were affected. The death toll, particularly from the districts of Guinobatan, Daraga and Legazpi City, reached 655 persons (85.5%) while 1,585 were injured, and 445 persons were reported missing. Totally damaged houses reached 231,566, half of which were in Albay. On the other hand, partially damaged houses reached 314,401, 31% of which were also in Albay.   All in all, a total of 613, 348 families or about 3,122,000 persons were affected by Typhoon Reming.

Schools were severely affected in Bicol, wherein a total of 2,602 elementary and secondary school buildings were damaged, almost 100% of them were located in the cities of Legazpi and Iriga. The total estimated cost of damage in schools region wide reached 2.228 billion pesos (NEDA Bicol, n.d.). In Albay, Aquinas University of Legazpi (AUL) was one of the most devastated institutions, with about 80% of its infrastructure damaged by the typhoon (Austero, 2007). In a report by Ganace (2007), initial estimate of damages to campus infrastructure reached 37.43 million pesos, while total losses were estimated to be 90 million pesos. The most devastated was the Aquinas University Science High School building, with damages amounting to 6.5 million. This was followed by the St. Thomas Building, with 5.6 million worth of damages. Perhaps the most insufferable of all was that members of the Aquinian community were also not spared. Nine people have been killed by Typhoon Reming—two high school students, four nursing majors, and three alumni (Austero, 2007). Incalculable was the numerous people who were spared but suffered the consequences of nature's wrath—the survivors, the evacuees, the homeless, the distraught and the traumatized—people whose lives have been severely disrupted and perhaps, changed forever by a natural disaster.

Due to the extent of damages to lives and properties brought about by Typhoon Reming, especially in Aquinas University of Legazpi, and because natural disasters are almost often detrimental to an individual's psychological health, the first objective of the study was to provide baseline data on the mental well-being and the state and nature of problems and

concerns experienced by Aquinian students. More specifically, this study attempted to describe the students' experiences by looking into their psychological reactions and disruptions that they encountered in their lives.

The second objective of the study was to assess the use and the degree of effectiveness of the support services of Aquinas University of Legazpi to the students affected by Typhoon Reming. Through this, implications of psychological interventions in helping the students cope and adjust after this extremely stressful event is discussed in this study making it possible to see the holistic impact of typhoon Reming among the Aquinian students.

Statement of the Problem

The researchers sought to investigate the following research questions:

1. What did the students experience during the incident of Typhoon Reming?
2. What are the psychological reactions of Aquinian students in the aftermath of Typhoon Reming?
3. What are the post-disaster stressors encountered by Aquinian students in the aftermath of Typhoon Reming?
4. What coping strategies did Aquinian students use in the aftermath of Typhoon Reming?
5. What are the support services offered by AUL to students affected by typhoon?
6. To what extent are the support services effective as perceived by the students?

Ralated Literature and Studies

Extensive research on trauma studies and postdisaster reactions and symptoms has shown that "traumatized children and adolescents often display depressive disorders or anxiety disorder [apart from PTSD]," (Vernberg & Varela, 2001 as cited in Silverman & LaGreca, 2002; Thienkrya et al, 2006; Griensven et al, 2006). All of the above were significantly associated with loss of livelihood. Another study by Kar, Mohapatra, Nayak, Pattanaik, Swain, and Kar (2007) revealed that depression was indeed significantly associated with PTSD, and that the greater exposure to a traumatic event results in greater PTSD symptoms.

The incidence of developing PTSD and other disorders among those who are exposed to a traumatic event varies considerably on different factors. One factor is the aspects of traumatic exposure be it a threat to life or personal loss (Silverman & LaGreca, 2002). Higher reaction and higher symptoms of stress occur in the presence of the following: perceived threat to life, death of a loved one, loss of possessions and disruption of normal life, proximity to event, duration, intensity and multiple exposures to life-threatening events. This has been confirmed by several studies on trauma and natural disasters (Griensven et al, 2006; Thienkrua et al 2006; John, Russell & Russell, 2007; Kar et al, 2007; Freedy, Shaw, Jarrell, & Master, 1992) and on trauma and political violence (Duncan, Gidron, Shretha & Aryal, 2005). Another variable which increased the risk of PTSD is the preexisting characteristics (Silverman & LaGreca, 2002). The incidence of greater postdisaster reactions is significantly associated with

the following: gender, prior psychological functioning, preexisting anxiety, depression, and students' academic and attention problems in school.

Characteristics of the postdisaster recovery environment also affect psychological reactions experienced by trauma victims. Exposure to a natural disaster brings with it a variety of other life stressors which disrupt the normal lifestyle functioning of trauma victims (NSW Health, 2000). Ignacio and Perlas (1994, as cited by NSW Health, 2000) enumerated these disaster stressors: "threat to life, exposure to death and the dead, bereavement, loss of property, stigmatization, injury, fatigue, physiological disruption (sleep, food and water deprivation), dislocation, separation ,loss of community and work." Other post-disaster stresses such as marital stress or divorce and financial or job losses have been associated with adjustment problems (NSW Health, 2000). Studies have also shown that the development of depression, PTSD and anxiety among victims of the tsunami disaster was significantly associated with loss of life and family (John et al, 2007) or loss of livelihood (Griensven et al, 2006).

Consequences of the psychological impact of natural disasters extend to problems in health and in school. Studies have shown the adverse health outcomes after trauma exposure such as susceptibility to mental health problems due to neural changes in bilateral amygdale activity (APA Press Release, 2007, May 6) and increased chronic health conditions among children and adolescents (Rath et al., 2007).

Coping reactions in the aftermath of a natural disaster predicts the severity of psychological distress, symptoms and disorders experienced by individuals (Mattheiu & Ivanoff, 2006). It cannot be discounted that individual differences are another significant factor in developing PTSD and other disorders. Psychological resources such as self-efficacy and coping skills both play a role in appraising an event as stressful and in choosing a variety of coping strategies available for the individual. Likewise, individuals with negative coping strategies showed higher levels of PTSD and greater persistence of symptoms over time (Silverman & LaGreca, 2002). Another research by Flordeluz and Rodrigo (2007) determined that the victims had high psychological needs; these were nurturance, affiliation and exhibition. Furthermore, the victims' coping mechanism was through human dependency due to support which others gave to the victims (Flordeluz & Rodrigo, 2007). A research conducted by Mien and Ragon (2001) on the working students' coping strategies with the stressful events occurring in their day to day work found out that students coped through painful problem solving, seeking social support, and positive reappraisal.

Recovery from aspects of the post-disaster environment involves the availability of social support from parents, friends, teachers and peers; parent's psychosocial functioning; and major life events following the disaster such as divorce and hospitalization. In a study by Peck and Fothergill (2006), steps and actions undertaken by parents, caregiver, teachers, health care and volunteer workers all contributed in lessening the vulnerability of children who had been victims of Hurricane Katrina.

Available study on the support services for women who are victims of violence conducted by Drias (2005) revealed their satisfaction on the outcome of the support services. The result of Drias's study includes openness to opportunities, awareness of lights, participation in the community and peaceful life. Moreover, support services that were given included legal assistance through advocacy, counseling, economic assistance, employment related benefits, and the recording of incident aided by women victims (Drias, 2005).

One of the treatments given to people affected by calamities and had experienced posttraumatic stress was psychotherapy. The result showed that people who had undergone psychotherapy had decreased symptoms of trauma (Chemtob, Nakashima & Hamada, 2002). In the study of Rogers (2002), expressive arts as healing a healing tool leads to an active life. Therapists in a school treated the emotionally disturbed children to release their emotions brought about by peer pressure. In relation to the present study expressive art therapy was conducted to help the students release their emotions brought about by the traumatic events.

Recollection is an activity which spiritually integrates reconciliation with God. This is in consonance with the study of Almoneda (1999) who suggested that other ways of coping with one's individual problem are to be in the presence of God and to bring the youth to sacramental reconciliation. The purpose of his study was to help Filipino

Conceptual Framework

Figure 1 illustrates the conceptual framework which was employed in the present study. Typhoon Reming is obviously the most traumatic and stressful event which devastated and caused impact on the lives of students in AUL. In phase 1 of the research design, the study sought to determine and to describe the following: 1) demographic data of AUL students which include age, gender, year level and course, location and person/s they were with at the time of the disaster, 2) psychological reactions, 3) problems and difficulties encountered, and 4) coping strategy employed. On the basis of these data, AUL support services such as expressive art therapy, individual counseling and recollection were implemented in order to facilitate the coping efforts of these affected individuals. Phase 2 of the research design assessed the effectiveness of these support services in terms of their goals or objectives, strategies and techniques and process. The effectiveness of the support services was determined based on the perception of the students who availed of the said support services.
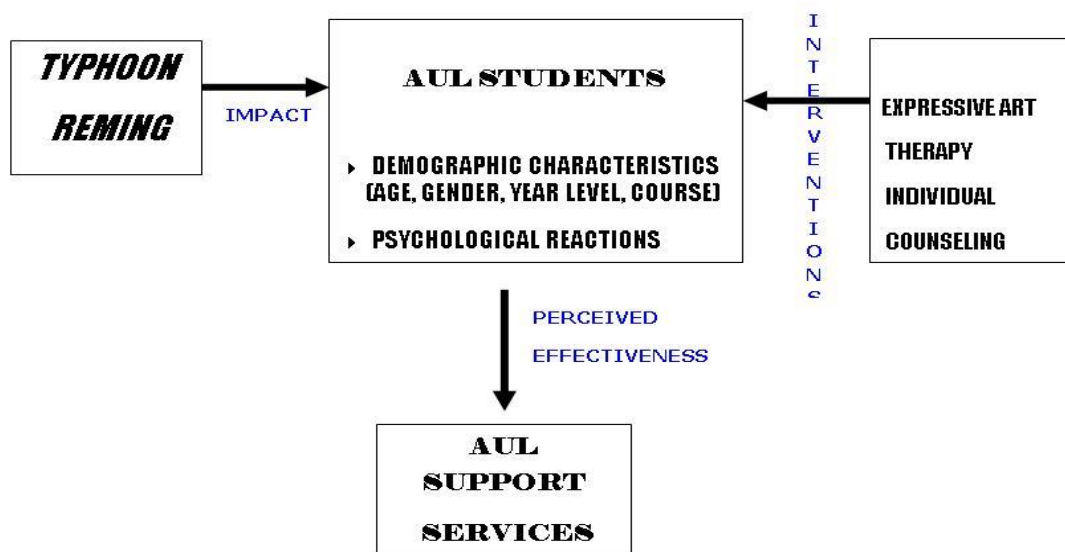
Figure 2. Conceptual Framework Model

Research Design

The study employed a descriptive survey research design using quantitative data analysis. It was conducted in two time-periods: Phase 1, two months in the aftermath of Typhoon Reming, and Phase 2, six months after the implementation of support services by the Student Development Services of Aquinas University of Legazpi.

The objective of Phase 1 of the research design is to assess the impact of Typhoon Reming on AUL students in terms of the experiences, psychological distress, post-disaster stressors and coping mechanisms. On the other hand, the objective of Phase 2 of the research design was to assess the use and effectiveness of the support services implemented by AUL.

Phase 1: Research Methodology

Participants

Based on the table, majority of the respondents were aged 16-20 (N=841 or 88.71%), with a mean age of 18 (see Appendix 1). There were 376 males, comprising 38% of the respondents, while there were 615 females, comprising 62% of the respondents. Most of the respondents were in the first year (N=277 or 32.43%) and second year (N=368 or 43.09%) levels. Also, most of them were from the College of Nursing (N=697 or 72.68%). Majority of the respondents were residents of Legazpi City (N=348 or 38.50%) while very few were from District 2 (N=97, 10.73%). The respondents were students of Aquinas University of Legazpi who were selected using complete enumeration. However, because very few students came to

class during the data-gathering procedure, only $N=1005$ students from Aquinas University of Legazpi participated in the study.

Instrument

For the initial phase, a checklist questionnaire was constructed to determine the students' demographic profile, psychological reactions and symptoms, and concerns and difficulties encountered. Demographic characteristics included the name and contact details, age, gender, year level and course. There were seven primary questions. The first two questions inquired about the people whom they were with and their location when Typhoon Reming occurred. The third question included items which might have happened to them and to their place during the disastrous event. The fourth question dealt with psychological reactions and symptoms which they had experienced after the typhoon. The fifth question was concerned with pressing problems and concerns which the respondents encountered after the event. The sixth question focused on coping methods employed. The last question looked into whether or not they would consider seeking the help of a professional counselor. The items in each question ranged from three to eighteen. Respondents were required to simply check which items applied to them.

The second phase of this study utilized self-constructed survey questionnaires for the Aquinian students and the helpers. Each questionnaire was divided into three parts: Part 1 was on the goals of the support services; Part 2 was on the strategies and techniques; and Part 3 was on the process of the support services. The validation of the instrument was through face validity which was done by a professional who is an expert in the field.

Procedure

The data gathering for Phase I started in February 2007—about two and a half months after the onslaught of Typhoon Reming in November 2006 and about one month after classes resumed in Aquinas University of Legazpi in January 2007. Through the guidance of their professor, the Psychology majors of Aquinas University of Legazpi distributed, administered, collected, encoded, and analyzed the checklist-questionnaires. These were done as part of their requirement in their Psychometric course subject, through the guidance of their professor.

The reliability and validity of the checklist, especially the assessment of psychological reactions, were not subjected to further statistical analyses given the abnormal nature of the circumstances when the checklist questionnaire was constructed and administered.

Phase 2: Research Methodology

Participants

During the second phase of the study, a total of 68 students with numerous symptoms of trauma brought about by typhoon Reming were identified by the Student Development Services (SDS) out of the 1005 students who participated in Phase I were to undergo in

psychotherapeutic interventions such as art therapy, recollection and individual counseling. Fifty-three students were from the College of Nursing, 14 from the College of Business Administration, and 11 from the College of Arts, Sciences, and Education comprised the 68 participants.

Sixty-eight was the target population of the study but the researchers retrieved 57 only out of 68. This was due to some reasons such as non-enrollment of students and the graduation of some during the data gathering period.

Instrument

The second phase of this study utilized self-constructed survey questionnaire for the Aquinian students and the helpers. Each questionnaire was divided into three parts: Part 1 was on the extent of the accomplishment of goals of the support services; Part 2 was on the effectiveness of the strategies and techniques; and Part 3 was on the effectiveness of the process of the support services. The survey questionnaire was designed in such a way that the respondents simply had to tick the items in terms of the support service/s they availed of and rate the questions according to the perceived effectiveness. A Likert scale was employed in measuring the degree of effectiveness of the support services, ranging from 1 – 5 where 1 as the lowest score and 5 as the highest score. The validation of the instrument was through face validity which was done by a professional who is an expert in the study.

Procedure

The researcher secured the list of students who availed of the support services from the SDS through the guidance counselors. The class schedules of the respondents were asked from the office of the deans of the College of Nursing, College of Arts, Sciences and Education, and College of Business Administration. After securing the respondents' class schedules, the researchers asked permission from the deans of the respective colleges to conduct the study. Then, the survey questionnaires were distributed to the respondents. It took the respondents 7 to 10 minutes to accomplish the survey questionnaire. Confidentiality of the responses was strictly observed.

RESULTS

Phase 1 Survey Research

A majority of the respondents reported that they were at home, 612 or 61.02% during the incident of Typhoon Reming and 599 or 60.32% of the respondents were with their family. On the other hand, ranking both second in terms of location and companion were boarding house with 287 or 28.61% and friends with 199 or 19.84%, respectively.

The three top most experiences reported by the pooled study sample include *witnessing objects flying* (759 or 75.52%); *fixing things to prevent damage to the house and property* (591 or 58.80%); and *flooding in the house,* (558 or 55.52%). On the other hand,

very few had experienced or witnessed events involving threat to life such as *seeing dead people outside the house* with 6.07% and *witnessing people drowning/buried in the mud* with 4.78%.

The only "positive" self-reported experience was *accommodating neighbors/evacuees who had no place to stay* which comprised 27.86% of the responses.

The four top most psychological reactions reported by the respondents were *fear, 553* or 55%; *flashbacks, 305* or 30.35%; *helping other victims, 297* or 30%; and *anxiety and nervousness; 276* or 27.46%. *Grief over loss of lives* comprised 51 or only 5.07% of the responses. This is consistent with the self-reported experience in Table 2 in which very few witnessed people drowning or dead. Another interesting finding was that only 47 or 4.68% reported the *feeling that no one could understand what I had been through.*

In terms of the frequency of post-disaster stressors encountered by the respondents in the family, the results revealed that most of the respondents had *financial difficulty* in their family with *440* or 43.78% and *lack of basic facilities* with *421* or 41.89%. In addition, 219 or 22% of the respondents were concerned about the *damage/loss of homes.*

An interesting finding is that only 71 or 7.06% reported that they were not *not getting along with parents.* This suggests that during times of crisis, individuals would stick together and engage in prosocial behaviors rather than become antisocial **(**Quarantelli, 2006)

Consistent with the results shown in Tables 2 and 3 on the items which referred to death and loss of lives, *sickness and death* with 47 or 4.68% was the least concern for the respondents.

Among the post-disaster stressors encountered by the respondents, the majority of the responses was *difficulty in adjusting to school environment* with *602* or 59.90%, while *difficulty concentrating in class,* with 390 or 38.81% and *difficulty commuting to school,* with 316 or 31.44%, ranked second and third respectively. Moderate post-disaster stressors such as *difficulty in concentrating in class* may be an extension of the difficulty in adjusting to the school environment. *Difficulty in commuting to school* (*N=316,* 31.44%) and *lack in school materials* (*N=290,* 28.86%) are consistent with the results shown in Table 4 in which financial difficulties and a lack of basic facilities are two of the major concerns of the respondents. The least post-disaster stressor was *difficulty in relating well with classmates* (*N=87,* 8.66%).

In terms of coping strategies, 618 or 26.96% of the respondents coped by *trying to resume their normal activities;* 596 or 26% adjusted by getting *support from their family and friends;* and 466 or 20.33% adapted by *engaging in activities that gave them pleasure.*

In order to measure the help-seeking behavior of the respondents in coping with trauma, the last item on the questionnaire asked whether the respondents would consider talking with a guidance counselor about their concerns. Results revealed that 769 or 79.52% of the respondents answered "no" while only 198 or 20.48% answered "yes."

Phase 2 Survey Research

The highest number of students who availed of the support services came from the College of Nursing. They were composed of 55.17 % Level II and 12.67 % Level III students. Fourth year BSBA students ranked next with 10.34 %. Furthermore, sophomore and junior BSBA students were the least number of students who availed of the support services with a percentage of 1.72 % each. More likely, the results showed that more Nursing students were interested with the support services offered such as expressive art therapy, individual counseling, and recollection.

Most students availed of the individual counseling comprising 44% of the respondents. This implies that students preferred private conversation in dealing with their problems. Furthermore, through individual counseling they found their significance as a person because they knew that there was someone who was willing to help them with their problems and that there is someone who kept track of what was happening to them.

Also, expressive art therapy was preferred by 32% of the students because they could express their emotions through creating an artwork. This is in consonance with the results of the study of Bobis (2003) that talking out the problem with someone and keeping themselves busy helped them move on with the problem. Meanwhile, recollection was the least preferred by the students in coping with their traumatic experience. This is supported by the study of Nibley (2005) which revealed that older priests were found to be more certain of their belief and to base such belief more on logic and less on experience than younger priests did.

Table 1. E*xtent of Effectiveness of the Support Services as Perceived by the Respondents*

	Expressive Art Therapy		Individual Counseling		Recollection	
	S*	H**	S	H	S	H
Goal	4.4	3.88	3.65	4.6	3.7	4.43
Strategies & Techniques	3.64	4.6	3.63	4.58	3.37	4.5
Process	3.23	4.7	3.14	4.6	3.31	4.7
Overall Mean	3.75	4.39	3.47	4.59	3.46	4.54

* S = Student; **H= Helper

a. Expressive Art Therapy
As shown in Table 1, both the student- and helper-respondents qualitatively described the goals of expressive art therapy as very satisfactory with a mean of 4.4 and 3.88, respectively. The students rated the goal of the intervention which was identifying the feelings, thoughts and behavior associated with their experiences on Typhoon Reming as very satisfactory. In contrast, the helpers rated the aim of expressive art therapy which was

providing assistance in expressing negative emotion as a result of the traumatic experience as excellent.

With regard to the strategies and techniques utilized in the expressive art therapy, both respondents perceived such as very satisfactory, specifically in creating an artwork to express emotions during and after the typhoon. As with the process, the helpers perceived the expressive art therapy as very satisfactory while the students perceived it as satisfactory.

b. Individual Counseling

The goal of this particular support service was perceived by the respondents – the helpers and the students—as very satisfactory with a mean of 4.6 for the helpers and 3.65 for the students. Both respondents rated having information regarding their experience as the aim of conducting individual counseling as very satisfactory. Helper-respondents rated the objectives such as adjusting or coping with difficulty in academic and home concerns and promoting safety and welfare as very satisfactory as well.

As to the strategies and techniques of conducting individual counseling, the interview method was perceived as very satisfactory by the helpers while satisfactory by the students.

c. Recollection

In recollection, along with its goals, strategies and techniques, and process, the helpers' rating was very satisfactory with a mean of 4.43, 4.45 and 4.7, respectively. As for the students, goals, strategies and techniques, and process yielded a mean of 3.7, 3.37, and 3.31, respectively. Both respondents rated the aim of recollection which was to feel the presence of God in overcoming their experiences during and after the typhoon the highest among the indicators. In terms of strategies and techniques, sessions on acceptance was perceived satisfactory by the students while helpers perceived them as very satisfactory having instructions to follow during the activity.

Lastly, as to the process in conducting the recollection, the helpers rated the students' participation in the activity as very satisfactory while the students perceived listening to insights as satisfactory.

In general, among the support services, individual counseling was rated the highest by both the student- and helper-respondents.

DISCUSSION

Based on the results of the present study, the negative impact of Typhoon Reming among students of Aquinas University of Legazpi seemed evident. Generally, the findings were consistent with the literatures on natural disasters, psychological reactions, post-disaster stressors, and coping strategies (Silvermand & LaGreca, 2002; Freedy, Shaw, Jarrel, & Master, 1992; New SouthWales Health, 2006; Peck & Fothergill, 2006; LaGreca & Prinstein, 2002).

Because many of the respondents were adolescents and young adults, the findings of the study provide greater insight on the psychological reactions and coping mechanisms of teenagers who are affected by natural disasters. A bulk of the literature on trauma and natural disasters would focus only on adults (Griensven et al, 2006; Duncan, Gidron, Shretha, Aryal, 2005) or only on children (Silverman & LaGreca, 2002; Thienkrua et al, 2006; Peck & Fothergill, 2006). On the other hand, the present study was able to confirm previous studies on *both* children and adolescents (John, Russell, & Russell, 2007; Kar et al 2007) and, in particular, it was able to provide a microcosm of adolescents' emotional and social reactions during a potentially traumatic natural disaster.

Most of the respondents were female. Moreoever, most of the respondents were Nursing students which was proportional to population of Nursing students in the University. Also, majority of the respondents lived in the vicinity of Legazpi City. This was fortuitous since Legazpi City was reported to fall right on the path of the typhoon when it struck (Aguilar, 2006). Many of the respondents reported that during the incident, they were at home and that their companions were family members. This was expected since the *home* and the *family* both provide protection, comfort and security in times of stress or crisis. It may also suggest that majority of the respondents were also prepared for the impact of the typhoon. On the other hand, because the respondents were college students, boarding house and friends both ranked second in terms of location and companions, respectively. Again, this was no surprise since *boarding houses* near the University serve as temporary residences and *friends* might also be their classmates or roommates.

The majority of reported experiences (*flying objects, fixing things, flooding*) by the respondents were to be expected since Typhoon Reming was classified as a Category 4 typhoon, packed with heavy rain, storm surge and damage-causing winds reaching up to 250 km/h. All of these had caused extreme damage to households, buildings and infrastructure due to intense flooding, mudslides, landslides, and destructive winds (ReliefWeb, 2006). Typically, the PAG-ASA would announce public storm signal warnings before the typhoon would strike a particular location. "The predictability of a natural disaster affects families' opportunities for disaster-preparation activities…to help minimize the damage to their homes, possession and lives," (LaGreca & Prinstein, 2002). Still, people would always be caught unprepared by the massive destruction in which typhoons often wrought upon their places and properties. The extent of damages on housing in the Bicol Region brought about by Typhoons Milenyo, Reming and Seniang reached 231, 566 totally damaged houses and 314, 401 partially damaged houses. A total of 613, 348 families were affected by the typhoon (NEDA, n.d.).

The only "positive" self-reported experience was *accommodating neighbors/evacuees who had no place to stay* which comprised 27.86% of the responses. This suggests that altruistic nature of individuals come out during times of crisis or stress, especially when the victims are perceived as helpless and unaccountable for their fate. According to Myers (1996), empathy motivates individuals towards prosocial behaviors. Moreover, he further added that "distress over someone's suffering motivates us to relieve our upset, either by escaping the

distressing situation or by helping…Both distress and empathy together motivate responses to a crisis."

It was interesting to note that very few of the respondents reported having encountered death (*seeing dead people*) or loss of lives (*witnessing people drowning*) during the impact of Typhoon Reming. This could be explained by the relative vicinity where most of the respondents lived. Legazpi City sustained intense flooding and heavy rains during the onslaught of Typhoon Reming, but it was spared from the mudflows from the slopes of Mt. Mayon—which proved deadly to eight villages found near the vicinity of Daraga and Sto. Domingo (Aguilar, 2006).

Majority of the respondents experienced negative psychological reactions such as fear, flashbacks or reliving the experience, and anxiety and nervousness. These findings are consistent with the literature on psychological reactions during the impact of the typhoon since such exposure to threat or danger creates a stressful situation for the individual (Thompson, 1991; Silverman & LaGreca, 2002; LaGreca & Prinstein, 2002). For one, childrens' and adolescents' experiences vary, depending on age, displacement, coping, and degree of loss. The older the child is, the more aware he becomes regarding the situation, the more likely he may develop emotional issues such as fear, disbelief and sadness (Peck & Fothergill, 2006). Except for *helping other victims* and *seeking help for oneself and family,* the psychological reactions presented also resemble the symptoms indicative of PTSD (*fear, flashbacks*), anxiety disorder (*irritability, suspiciousness*), and depression (*guilt feelings, difficulty in making decisions*). Numerous studies in disaster and trauma research confirmed these findings (Kar et al., 2007; Bordeianu, 2006; NIMH, 2001; Huzzif & Ronan, 1999). Children's encounters with a natural disaster are directly associated with PTSD symptoms (LaGreca & Prinstein, 2002). Also, anxiety and depression have been known to occur at the same time (Huzzif & Ronan, 1999). Demographic variables such as age, gender and personality, the degree of the stressor, and quality of life all affect the incidence of individuals developing severe psychological distress. It could also be, however, that pre-existing anxiety and depression could be further aggravated by the onset of a natural disaster. It is important to emphasize, however, that these figures only correspond to a prevalence of self-reported symptoms among the respondents, but do not indicate the degree of severity in which the symptoms have occurred.

Very few reported *grief over loss of lives,* and this is consistent with the respondents' self-report on the experiences encountered regarding death and loss of life during the impact of Typhoon Reming. Also interesting was that very few respondents felt that *no one could understand what I had been through.* This could be explained by the sociocultural concept of *kadamay*—having a shared experience with someone. De Leon (2002) has asserted that Filipinos are a sharing culture and that they share experiences and concerns with one another because *kapwa* or shared being is the core of their cultural values. Thus, even though the widespread impact of Typhoon Reming had a negative psychological effect on the respondents, but they might have perceived that they were not alone in this ordeal.

Assessment of threat and assessment of loss are two ways of measuring disaster stressors. Threat corresponds to a stimulus which is sudden and unpredictable, causing potential harm or danger to one's life. Loss corresponds to perceived personal loss over things which have meaningfulness for the person and are deemed irreplaceable (Thompson, 1991).

Because the respondents were college students, the post-disaster stressors dealt with the familial and academic aspects of the respondents. In the familial aspect of post-disaster stressors, financial difficulties and lack of basic facilities were to be expected since any natural disaster would always bring with it imminent threat and loss to both lives and properties. There is also a "monetary version of loss" (Thompson, 1991) and, as such, this produces financial difficulties that makes it hard to replace or get back. In the NEDA Bicol report (n.d.) the total damages incurred from the onslaught of Typhoons Seniang, Milenyo and Reming in 2006 reached 7.8 billion in homes, schools, infrastructures and agriculture. In Aquinas University of Legazpi alone, about 80% of its infrastructure was damaged by the typhoon (Austero, 2007). Initial estimate of damages to campus infrastructure reached 37.43 million pesos, while total losses were estimated to be 90 million pesos (Ganace, 2007). Studies have shown that compared to personal characteristics or coping behavior, resource loss is positively related with psychological distress (Freedy, Jarrell, & Master, 1992).

Consistent with previous results, sickness and death constituted a very small percentage of the responses. Also interesting was that few reported about not getting along with family members. This suggests that during times of crisis, individuals engage in prosocial behaviors rather than become antisocial (Rodriguez, Trainor & Quarantelli, 2006). It might also be indicative of the *pakikipag-kapwa* phenomenon among Filipinos during hardships.

Among the academic aspect of post-disaster stressors, adjusting to the school environment appeared to be the most difficult among the respondents. This was to be expected since Aquinas University was reported to have suffered major damages during the typhoon (Austero, 2007; Ganace, 2007). This finding may also suggest that the impact of Typhoon Reming created a major disruption in the lives of the respondents, making it difficult for them to adjust to aspects of their day-to-day living. Likewise, attention problems in school such as difficulty in concentrating might be an extension of the difficulty in adjusting to the school environment. This is especially true among elementary school children exposed to trauma, wherein academic problems are behavioral indicators of PTSD over time (LaGreca, Vernberg, Silverman, Vongel, Prinstein, 2001). It could also suggest a pre-existing academic or attention problems, which could be a symptom indicative of negative psychological reactions to a disaster such as anxiety, PTSD or depression. But then again, because the figures merely reflect a prevalence of the self-reported responses and do not show a relationship with other variables, any conclusions made at this point would still have to be further investigated.

Respondents also rated lack of school materials and difficulty in commuting to school. These findings are consistent with previous results and can be attributed to the financial difficulties in which the respondents must be facing, or it can also be attributed to the major disruption caused by Typhoon Reming on normal everyday needs. The least rated post-

disaster stressor was *difficulty in relating well with classmates*. This was consistent with previous results on relations with parents. Again, this could indicate *pakikiramay* in which Filipinos "empathize or sympathize with fellow humans during critical periods." (Paz & Domingo, 2006). Rather than isolate oneself, disaster and crisis tend to drive individuals to seek one another for solace and comfort. It would be interesting to know, however, which of the respondents marked both—not relating well with parents *and* classmates. However, due to the nature of the data gathered, it was hard to tell if the degree to which such difficulty in establishing relations was already a pre-existing condition or whether it was precipitated by the onset of Typhoon Reming.

Majority of the respondents attempted to resume their normal activities in helping themselves cope after Typhoon Reming. Seeking normalcy after a disruption in daily life is the primary concern after every natural disaster. Likewise, resumption of recreational activities facilitates coping by bringing out positive emotions, thereby weakening the negative psychological impact of the disaster. In a similar vein, the availability of social support also speeds up coping and the healing process, and this is consistent with previous researches.

On the other hand, *avoiding thoughts of disaster* may indicate that such "negative" coping was *not* a popular coping strategy among the respondents. Moreover, it is interesting to note that it seems to resemble one of the symptoms of PTSD. This is consistent with the finding that avoidance or numbing is one of the most infrequently reported symptoms of PTSD (Garrison et al., 1993 and Lorrigan et al., 1998 cited in LaGreca & Prinstein, 2002).

Majority of the respondents would not seek a counselor in talking about their concerns. This finding suggests that respondents might trust family and friends more regarding their problems instead of seeking help from a stranger, albeit a mental health practitioner. Geldard and Geldard (2003) provide reasons for this such as: first, counselors work in a structure setting where people who are seeking counseling attend sessions at a specified time; second, the counselor and counselee are bound to practice ethical standards.

Results may further show that the respondents perceived that their psychological reactions to Typhoon Reming were not serious enough to merit special attention or concern. This could indicate that the respondents might be coping well in the aftermath of the natural disaster.

Nevertheless, for most of the respondents who sought support services, individual counseling was preferred over expressive art therapy and recollection. This might be due to the fact that individual counseling usually takes place in an environment where privacy both can be ensured and can provide physical and emotional safety of both the persons being counseled and giving counsel (Geldard & Geldard, 2003). This may be explained also by the value of self-control and the perception that a counselor assumes an authoritative role and is highly a credible source of help.

Compared to expressive art therapy and recollection, which were conducted in a group setting, individual counseling further considered the respondents' historical background and socio-cultural patterns which influence its effectiveness. The choice of counseling techniques and their structure and flow which are the prerogative of the counselor may have been tailored fit to the need of the respondents who underwent traumatic experience. Thus, the respondents found them to be effective and appropriate to overcome their traumas. It must also be considered that unlike counseling which has long been introduced in the country, expressive art therapy is a relatively new approach.

The study was hampered and limited by its objective. The reliability and validity of the checklist, especially the assessment of psychological reactions, were not subjected to further statistical analyses given the abnormal nature of the circumstances when the checklist questionnaire was constructed and administered. Because of this and because of the extraordinary circumstances in which the data were gathered, the present study had a few methodological and validity issues to consider.

First, the survey questionnaire form was constructed primarily for the purpose of conducting an assessment of students suffering from the negative physical, psychological and emotional impact of Typhoon Reming. Because of this, items in the questionnaire were not subjected to a rigid validity check. Instead, face validity was deemed sufficient in gathering the necessary data which was the immediate and primary concern. Second, the respondents were adolescents and young adults—wading between childhood and adulthood. The problem with this is that adolescents may have a different perception on how traumatic experiences affect them compared to adults' or children's perceptions. Third, and most importantly, the data gathered would be affected by the retrospective nature in which subjects reported their experiences. Lastly, most of the responses merely revealed prevalence rates, but they did not look into the degree to which such responses occurred in each respondent. Knowing these things could have provided data that were richer, more in-depth, and more informative.

The results of the study showed the respondents' psychological reactions during the alarm and resistance phases of the calamity. These included their tendency to fight or flight from the event and later the disruption in their daily functioning. Psychological reactions of the respondents which resembled some of the signs and symptoms of post-traumatic stress disorder, anxiety, and depression suggest the need to conduct psychological intervention to prevent their bodies from completely breaking down. This claim though is non-conclusive due to the absence of clinical diagnosis and could be considered as a limitation of this present study. The psychological intervention is vital since the respondents were adolescent college students whose hormonal imbalance is expected. To add, majority of the respondents were freshmen students who were likewise undergoing adjustments during their transition from high school to college.

With regard to the respondents' interaction with the environment, results showed that the *home* and the *family* both provide protection, comfort and security in times of stress or crisis. The results further showed the tendency of some of the respondents to offer help during

the calamity by accommodating other people in their houses or providing food and other services. These suggest Filipino values as characterized by close family ties and *damayan* or *bayanihan*.

The data further suggest that majority of the respondents were also prepared for the impact of the typhoon. This may explain how the respondents' proactive interpretation of external events affects their emotional responses as suggested by the Appraisal Theory. Despite their negative experiences such as witnessing flying objects, flooding; fixing things to prevent damage of the typhoon to properties; and accommodating victims as a form of altruistic behavior, the respondents were likely to fight through their active involvement during the course of the event. However, the coping strategies that they employed showed their tendency to "flight" from the event particularly the tendency of the adolescents to avoid the recollection of the event. This shows application of defense mechanism which is "healthy" for a short-term only. Avoidance as a way of coping mechanism may be perceived as an option.

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THE EFFECT OF THE USE OF COMPUTER SIMULATION ON THE STUDENTS' CONCEPTUAL UNDERSTANDING, INTEREST IN AND ATTITUDE TOWARDS CHEMISTRY

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The 21th century has been dominated by the influence of science and technology. This has a powerful influence in the nature and behaviour on what's and how's of education, which is also a part of a dynamic and ever changing whole.

In the dominance of science and technology in the society, one might expect that this is coupled with growing interest in science and technology related subjects in the educational setting. However, many studies show that students perceive science subjects as lacking relevance. It is often described as dull, rigid, abstract and theoretical. It leaves little room for enjoyment, curiosity and a search for personal meaning and significance. In these circumstances, science comes to be perceived as 'cold', uncaring and lacking a human face. In the other hand, there is popularity of information and communication technologies among the young. At recent trends, young people are more interested in using many kinds of new technology like cellular phone, personal computers and the Internet.

The challenge is how to harness the potential of what technology can do as a tool for enhancing the content and delivery of education so as to achieve new capabilities. Science educators have hoped that computer would help provide more efficient and effective instruction. Computer-based instructional applications are considered an effective alternative to teaching methods in the educational setting. Interactive computer programs such as computer simulation are used to teach students to promote learning.

Chemistry is a science discipline offered in many courses in tertiary education. As general education subject, it would acts as foundation and core subject for other science subject of several degree programs. Barbera cited that many students taking chemistry struggle to learn the concept and principles and most do not succeed. Researches reviewed in his studies indicate that many students taking general and inorganic chemistry course do not fully understand the fundamental concepts. (Barbera 2007)

In most cases, students would give comment about the subject for its difficulty and complexity in the subject content and concept and principles taught. This sometimes is the springboard of the dissatisfaction because of no physical or illustrative way of demonstrating how and why some phenomenon occurs when hands on is not provided or when activities are impossible to take place.

Chemistry in college usually begins with Inorganic Chemistry. The topics would act as foundation to higher chemistry and other science subject. Barbera argued that inorganic chemistry is composed of too many topics and often times teachers' attempts to cover all the topics which result to hasty discussion. There is not enough time to cover all the topics. Thus, there is a need to address these topics are important as core knowledge for the subject.

Applications of computer technology refresh the subject matter as it is presented in more visual way. The application of technology, use and practical example build confidence by doing and making things work. Kiboss and Ogunniyi have proven the use of computer based instruction simulation as useful teaching practice for areas of science that is considered difficult or dangerous to teach and learn through traditional method.

The study primarily was aimed to determine the effect of the use of computer simulation to the students' performance, interest in and attitude in Chemistry. Computer simulation is defined as technique that teaches about some aspect of the natural world, phenomena, complex system by imitating or replicating it, played in the computer termed as branching because it represent an abstract, limited model of some real phenomenon, usually a decision- making and conflict resolution or situation to encourage the learners to wonder what ifs. It is a computer program replicating a certain process, system, phenomena in Inorganic Chemistry, set up; event played and can be manipulated on several variables to produce feedback or answer to question or situation posed in the activity or the lesson. In the study, instruction with computer simulation refers to the instruction used to deliver selected topics in Inorganic Chemistry integrating computer simulation. This is the mode of instruction for experimental class.

In finding the effect of computer simulation to the students, the study sought to answer the following problems: **(1)** What was the experts evaluation of the lesson design integrating computer simulation along the following characteristics: (a) instructional objectives; (b) organization; (c) event of instruction; (d) rationale for media choice and (e) technical consideration **(2)** What is the effect of the use of computer simulation in Inorganic Chemistry along students' performance in written exam particularly in conceptual understanding, interest and attitude towards chemistry as a subject? **(3)** Is there a significant difference in the performance of the two groups with and without computer simulation? **(4)** What insights maybe drawn from the experiences of the students exposed to computer simulation?

The study employed quasi-experimental design comparing lecture and use of computer simulation. The study employed quasi-experimental design with intent of comparing the performance of two groups of students, one group exposed to the use of computer simulation integrated in the lecture. The lessons assessed and evaluated by selected jurors included Boyle's Law and Charles' Law, Solubility, Temperature: factors affecting solubility, Boiling Point Elevation and Freezing Point Depression. The data requirements for determining the effect of the use of computer simulation were collected using a researcher-developed examination for conceptual

understanding, qualitative data drawn from students' self-reflections, and from the students responses to interest and attitude scale on Chemistry as a subject.

The following were the major findings of the study: 1. The five lessons, on the whole were rated "satisfactory" (WM=4.4). The experts' evaluation of the characteristics taken separately is as follows: (a) "Exemplary" (WM = 4.6) on instructional objectives; (b) "Satisfactory" (WM = 4.2) on organization or sequence of procedure; (c) "Satisfactory" (WM = 4.18) on event of instruction; (d) "Exemplary" (WM = 4.8) on rationale for media choice; and (e) "Satisfactory" (WM = 4.45) on technical consideration. 2. The use of computer simulation by the students in the experimental class showed these effects: (a) an increase of 3.52 points in the posttest mean score (15.08) from the pretest mean score (11.56); (b) considerable difference between the experimental class' overall posttest mean score (3.68) and the pretest mean score (3.54), representing a gain of 65 %; and (c) increase in overall score on the attitude test of the students in the experimental class, representing a 65 percent point increase between the posttest (3.58) and the pretest (3.49). 3. (a) No significant difference was observed in the performance of the students between the control and experimental class in the pretest in conceptual examination (computed t-value = 0.50); (b) however, there was significant difference observed in the performance of the students in the control and experimental classes on the posttest (computed t-value = 6.71 > table value= 1.671 @ 0.05 level of significance); (c) The students in both the experimental class and control class possessed high interest in chemistry and uncertain of their attitude towards chemistry at the start of the study.(d) The percent gain in interest and attitude of the experimental class, taken separately, as reflected by the posttest were higher than that of the control class in the posttest. 4. The following insights were drawn from the study: (a) the students clearly visualized and tested the concept that leading to clearer understanding; (b) feelings of excitement and heightened interest were brought by the presence of the technology which presumably influenced the students as well as the teacher; (c) The lesson fostered cooperative learning and helped the students to be more interactive; (d) The students' individual style of learning and skills, classroom management and teachers' skills and competence in the use of computer simulation should be considered in the use of instructional technology.

From the findings the following conclusions were drawn: **(1)** The lessons satisfactorily met the expectations for the use of computer simulation in the classroom. (a) The objective of the lessons developed were rated exemplary indicating that the objectives met the criteria for instructional objective that uses computer simulation; (b) the lessons were rated satisfactory in terms of organization and sequence of the procedure; (c) The event of instruction of the five lessons was rated satisfactory by the experts which means that the lesson contained good design in the event of instruction; (d) The rationale for media choice was rated exemplary and revealed that the simulations used in the five lessons developed all support student learning, instructional plan and instructional strategy; and (e) The technical consideration for the five lessons was rated satisfactory by the experts. **(2)** The effect of the use of computer simulation as intervention produced these effects: (a) It promoted higher students' performance in conceptual examination

in Chemistry, (b) It increased students' interest in Chemistry and (c) It favourably changed the students' attitude towards Chemistry as a subject. At the start of the study, the two groups did not differ in terms of performance in the conceptual examination and both possessed high interest in and uncertain about their attitude towards Chemistry. At the conclusion of the use of computer simulation as intervention for the experimental class, performance of the experimental class significantly differs from the control class as indicated by their scores in the conceptual examination. The same experimental class had also shown higher gain in interest and in attitude test compared with the control group. **(4)** The use of computer simulation in Chemistry requires important consideration on the students' learning, skills, interest and purpose of the use of simulation; learning styles and teachers' skills and competence in the use technology and classroom management.

Based on the result of the study, the following are recommended: (1) The developed lessons can be adopted and improved by teachers teaching chemistry; for teachers to develop lessons on other topics in chemistry and other subjects in science based on recommended syllabus and lesson format specifically designed computer simulation use; (2) The use of computer simulation to teach topics in Chemistry should be made more extensive to enhance higher performance, elicit high interest and positive attitude towards Chemistry; (3) The use of computer simulation should be made with longer instructional time exposure; (4) Trainings, seminars and workshops in the use of computers and other ICTs should be conducted to improve teaching competence; (5) The use of computer simulation and other ICTs should become part of the Chemistry and other science subject; 6. School administration should provide opportunities for the use of computer simulation and other ICTs; equip the classroom and the school with facilities that would foster the use of computer simulation and other ICTs; (6) Further research of similar problems should be undertaken like use of simulation in other subject, and cover other learning variables.

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UNDERPINNING STUDENT LITERACY THROUGH READING ENHANCEMENT PROGRAM

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The world is stuffed with innumerable things --tangible or abstract-- that are known by their symbols and names. Names come in words that are either long or short, simple or complex, local or foreign, formal, colloquial or even taboo. Ideas are expressed in words that form phrases, sentences, paragraphs, and finally, a long stretch of discourse. When adeptly woven, words are worked into essays, stories, poems, songs, histories, dissertations, and records of scientific theories and of grand discoveries and inventions.

What are words? Words are the building blocks of language and communication. In linguistics, word is defined as a series of symbols. Word is a sound, usually a series of sounds, symbolized by letters, that is conventionally associated with an object, an action, a concept, a situation, et cetera (Poole, 1999). Words have meanings, as a matter of fact, different levels of meanings. Words modify, verify, vivify, et cetera. Correct usage of words brings the communication process close to perfection, thus, words have to be intelligently decoded.

Communication is primarily oral, but its more fixed form is the written communication. Thus, it is for efficient communication that reading skills have to be honed. According to *Partnership for Reading*, *National Reading Panel*, and the *Reading First* reading is a complex system of deriving meaning from print that requires the following: a) an understanding of how speech sounds are related to print, b) decoding or word identification skills, c) fluency, d) vocabulary and background knowledge, e) active comprehension strategies, and f) a motivation to read.

Reading is man's key towards upgrading his literacy and understanding his modern environs. It is his means of gaining access to the ever-growing body of knowledge and information. It is also his way of experiencing the pleasure of life, though vicariously, especially those that pertain to the humanities – the noble and the sublime. Reading unlocks many doors – employment, training and re-training, higher education and upgrading oneself for lifelong learning. People who do not read well, face serious problems like barriers as they attempt to get themselves employed lucratively or at least earn a living wage, and to fully participate in civic and community life. For a modern man to optimize his modern environment, he has to be a trained reader. However, not all students have successfully developed their reading skills, especially, those skills that belong to the upper level like drawing conclusion, making inferences, and getting the deeper meaning. Cognizant of this reality, schools design intervention programs to help poor readers catch up with the academic demands.

For a decade now, Aquinas University of Legazpi has been offering a reading program that aims to aid the students transitioning to college. The University, with its aim of improving the reading program, embarked on this study to gather bases for its future plans. Efficient planning requires a reliable assessment of the proposed project prior to the full-scale planning. A sensible planner first conducts an assessment or evaluation before he gets into serious re-planning of an existing project. Starting a project for the first time, sans pre-assessment, would require a lot of quick-fix interventions in the course of the implementation of the project. Similarly, introducing and implementing a change which is not assessment-based, cannot ensure high degree success: if ever success is attained, it is sheer luck.

Assessment of needs and problems is the first step in an effective planning or re-planning process. After assessment, the aspirations and philosophy, goals and objectives, policies, programming, implementation guidelines, and evaluation follow (Alba, as cited in Franco, Ed. 1994). Assessment process practically aims to determine the needs and problems of a project, a school, a community or a nation. Needs could be seen as lack of facilities, absence of basic programs, dearth in qualified human resource, et cetera; while problems could be discovered in the guise of   miscommunication among the organization members, incongruence between objectives and strategies, ineffective mobilization of human resource, substandard materials, and the list continues. Through a holistic and in-depth assessment, the existing needs and problems are objectively identified, and the upcoming needs and problems are impartially predicted, and, in due course avoided.

Valid assessment, evaluation and appraisal of projects and programs are among the strategies of sustaining and improving quality of instruction and services. Acknowledging that quality is not attained by accident but through high intention, sincere effort, intelligent direction and skillful execution (W.A. Foster, as cited in Ferenal, de Guzman, Ed., 2007), this study was pursued.

Statement of the Problem

This study was conducted primarily to look into the extent of service the Reading Enrichment Program provides to its clientele, and to determine the REP's areas of concern which could shed light in the making of a blueprint of an enhanced REP.   Specifically, the study sought answers to the following problems: 1. What is the extent of the AQ REP in terms of its instructional objectives and program implementation? 2. What are the effects of the REP to the development of the students' reading comprehension skills, vocabulary skills, grammar skills, and interest in reading? 3. What are the strengths and weaknesses of the AQ REP? and 4.What program can be proposed to further improve the REP?

Scope and Limitation

This study was limited to the extent of services that the program provided to the students who were enrolled in the program mainly because they needed instructional intervention. The study covered the concept, objectives and the implementation of the program: how the program was designed, how the design was made operative, what strengths, needs and weaknesses the program had, and what enhancement measures could be identified to further improve the program. The effects of the REP to the development of the students' reading comprehension skills, vocabulary skills, grammar skills, and interest in reading were based on the students' evaluation generated though the survey instrument.

The time reckoned in this study was from SY 2007 – 2008 to SY 2008 – 2009. Zeroing in this timeframe was based on valid reasons. First, the REP started the using the reading modules under study in SY 2007 – 2008. Second, after two years of operation, the time seemed right to evaluate the program and entertain the idea of underpinning it.

Theoretical Orientation of the Study

The theoretical bases of this study include the Developmental Task Theory of Havighurts, the Reading Ability Level developed by Duffy, Sherman and Rhoehler, and the Skills Ladder developed by Grace Goddell. The adoption of the Developmental Task Theory emanated from acknowledging the fact that the reading is a developmental task which should be developed through time as the learner progresses cognitively, physically, emotionally and socially. Since reading skills are necessary in many facets of life, learners' mastery of reading skills are to be planned carefully. Extensive study and planning are imperative in developing an effective reading program. The Skills Ladder as well as the Hierarchy of Reading Ability being the tried and tested guiding principles in developing reading programs are seriously considered in this study.

Conceptual Framework

This study was conceptualized in keeping with the desire of the researcher to determine the extent of the Reading Enrichment Program (REP) of Aquinas University. Considering that the REP has been implemented for more than a decade, it lured the researcher to study its impact to its beneficiaries and to pinpoint the good practices of the program. The study also looked into the possibility that REP needed some fortification, thus, enhancement of the program had been anticipated.

This study took into account the Behaviorist Curriculum Development paradigm of Ralph Tyler that considers four essential elements of an instructional program. .The elements include 1) the educational purposes the school (program) should seek to attain, 2) the educational experiences that should be provided that are likely to attain these purposes, 3) the effective

organization of the educational experiences, and 4) the assessment techniques to determine whether the objectives are being attained. (http://www.novelguide.com/a/discover/ewb_15/ewb_15_06511.html).

It will be noted that this study started with the extent of the REP which explored the REP objectives or what the school wanted to attain out of the REP. Then the study looked into the students educational experiences that also covered the analytic review of the instructional materials used in the REP. Finally, the impact of the REP was investigated upon to check whether the REP objectives had been met.   Having determined the four essential elements of the REP, a researched-based reading program which is focused on literacy fortification was be proposed to the University.

Methods and Procedures

The study applied the descriptive design. The method of inquiry was the intertwine of the qualitative and the quantitative approaches. To answer problem number one qualitative approach was used. The faculty and personnel who were considered co- implementers of the REP were interviewed and made to answer questionnaires which aimed to generate information about the running of the program. In the two processes, coordination among faculty, their level of awareness of the program objectives, awareness of their roles and functions, and their own assessment of the REP were determined. Additionally, suggestions and recommendations were solicited from the faculty and students.

To answer the second problem, the students who had finished the REP and had complied with REP's basic requirements in the past two years were considered primary sources of the study. One hundred forty-three students were identified as research population. Complete enumeration was adopted, however, the researcher was able to track down only 109 or 76 % of the total expected respondents

Data were generated from the students using a set of questionnaire. Items in the questionnaire asked about the experienced or observed effects of the REP to the students' vocabulary, reading comprehension, and grammar skills as well as their attitude towards reading. Moreover, the instruments asked about the implementation of the REP by the reading coordinator and the English 100 teachers who were the major implementers of the REP.

By analyzing the data and information generated from the quantitative inquiry, and by subjecting to statistical treatment the respondents' responses to the questionnaires, answers to the third problem were derived. To answer the fourth problem, the findings and conclusions of the study were analyzed and inputted to the proposed enhanced reading program.

Findings

The extent of the Reading Enrichment Program (REP)

      Historical background. The REP was the modified version of the former Educational Support Program (ESP) offered by the Student Development Services Office (SDS) from 1983 to 1992. In 1993, ESP was made part of a three-unit subject known as English Zero taken by freshmen who were classified as 3rd or 4th priority based on their scores in the Aquinas University College Aptitude Test, AUCAT. In 2005, the College of Arts and Sciences extended its expertise in implementing the ESP. Prof. Tennessie Benito, a faculty member of the English Department was designated as reading coordinator. His main responsibility was the supervision of the implementation of the program in partnership with the Office of the Student Development Services. During his term as coordinator, ESP was changed to Reading Enrichment Program (REP) but adopted the same ESP objectives. (Source: Reading Enrichment Program Concept Paper, no date).

      In SY 2007, the REP went through a few modifications as the University tried to sustain the program despite the difficulties posed by the utter aftermath of typhoon *Reming* that vastly ravaged Bicol region in November 2006. The biggest problem then of the REP implementers was the destruction of the SRA Reading Laboratory materials. Since SY 2007 until the time of the conduct of this study, the REP had been targeting the same objectives but made use of an improvised set of reading materials.

      The REP Objectives. The REP was designed to realize the objectives stated herein, to help the students: a) develop positive reading attitude, b) improve their reading and study skills, c) attain a better reading level according to the level of competency expected of a student enrolled in a particular college, and d) attain an acceptable level of facility in the English language.

      REP Schedule. One of the characteristics of an effective instructional program is the timetable of the program of activities**.** Providing adequate time or considering how much time, and the best time for students to undergo the program are important aspects of an effective instruction**.** The REP was integrated in the English 100 classes, in a sense that the English 100 students were required to finish 10 reading modules during the semester that they were enrolled in English 100. Regular reading sessions administered or supervised by the English 100 teachers were held in the classrooms. However, students who missed to work on reading module/s because of their absence or other reasons, were allowed to catch up by reporting to the Students Development Services Office where the reading modules were filed and where SDS staffs could be requested to assist students.

      The Instructional Materials. To realize the stated program objectives, REP made use of 10 reading modules as its main instructional materials: three of which were under *easy*

category, four *average* and three *difficult*. The *easy* category covered vocabulary presented in the forms of common idiomatic expressions, verb-preposition combinations, synonyms, and correct usage or improprieties. Table 1 shows the extent of the *easy* modules which focused on the development of vocabulary power. It was a wise decision of the REP planners to place the vocabulary building lessons ahead of the other reading and grammar topics.   The inclusion of verb-preposition combinations, which function idiomatically was another strong point of the vocabulary-building component. This form of idioms is really difficult to master, especially, that a change in preposition drastically changes the meaning of the idiomatic lexemes.

Table 1. The Easy-category Modules

Vocabulary Building	Extent/ No. of Items	Learning Strategy	Textual Presentation
Common idioms Synonyms	25 20	Completing sentence using the given idioms and meanings Giving the meaning of words using context clues.	• Idioms with meanings • Incomplete sentences • Vocabulary words used in sentences
Correct usage of Lexemes	30	Identifying correct and wrong use of paired lexemes which have similar but not exactly the same meaning	• Lexemes with their meanings
TOTAL	75		

The reading modules classified as *average* had four modules which covered vocabulary, grammar and reading comprehension lessons. Table 2 provides a tabular description of the *average* modules.

Good reading programs are those that follow the sequential order of skills development. The development of the REP modules from easy to average was good and effective as evidenced by prioritization of the learners' difficulties in terms of word meaning or vocabulary then followed by the development of reading techniques. Semantics or meaning of words is an important feature of language, thus, anyone who wishes to become an effective communicator or who is involved in communication activities like reading, listening, writing and speaking must have developed his or her ability to use words and understand meaning of words in different levels – literal, inferential, figurative and critical.

Another commendable component of the *average* modules is the inclusion of lessons in eye movement or fixation and reading speed. Training on speed reading with understanding is indispensable if one has to succeed in the academic and work place. Speed reading skills are required in the academic environment, more so, in the corporate milieu.

Table 2. The Average-category Modules

Area	Extent/ No. of Test Items	Learning Strategy	Textual Presentation
Vocabulary			
Context clues	10	Identifying meaning from context	• essay
Context clues	40	Identifying meaning from context	• sentences
Homograph	7	Identifying the meaning of homographs	• sentences
Grammar			
Number (sing./pl.)	8	Forming of plural of regular/irregular nouns	• sentences
Root Word	15	Identifying root words	• sentences
Reading Comprehension			
Reading Speed	10	Answering comprehension questions after fast reading activity	• short sentences
Eye Movement/ fixation	15	Reading word group in one fixation then recalling the information read.	• phrases & sentences
Distinguishing main idea	5	Giving appropriate titles to short paragraphs	• paragraphs with 50 to 70 words
Noting Details	25	Answering questions that required details found in the selections	• paragraphs with 70 to 100 words
Inferring	9	Making inferences	• paragraphs with 80 to 100 words
TOTAL	**144**		

The difficult-category modules were a set of reading materials composed of sentences for vocabulary-building exercises, essays and short stories ranging from 900 to 1,100 words for improving reading comprehension skills. All in all, the difficult modules covered 28 lexemes or vocabulary items most of which were foreign lexemes. For reading comprehension development, six expository works were given to the learners to work on. These reading materials were of varied topics such as survival, faith, body care, and dauntless determination. All the materials can be classified as inspirational.

Table 3. The Difficult-category Modules

Area	Extent/ No. of Test Items	Learning Strategy	Textual Presentation
Vocabulary			
Context clues	18	Identifying meaning of foreign words from context	• sentences
Vocabulary Drill	10	Completing sentences using the given vocabulary with meaning	• sentences
Reading Comprehension			
Noting Details	30	Answering the comprehension questions after the reading activity	• Essays of about 900 to 1,100 words
Drawing conclusion	8	Answering comprehension questions after fast reading activity	• Essay of about 900 words
TOTAL	**144**		

Human Resource. The University was serious enough about the instructional impact of the program. The University assigned a reading coordinator who took charge of the REP. As coordinator, he/she received a monthly honorarium. In addition to the reading coordinator, all teachers handling English 100 on a particular semester were considered active implementers of the REP. The coordinator and the faculty were also assisted by the staff at the Student Development Services Office and by a student assistant who was always available at the reading center. The entire operation of the REP was supervised by the Office of the Student Development Services.

The extent of the Reading Enrichment Program (REP) of Aquinas University along program implementation

The extent or status of the REP along program implementation was likewise assessed to be able to pinpoint not only the forte of the system of the program but also the weak points and the degree of attention that the weaknesses may require. In the implementation of the REP, two aspects were considered, namely, information dissemination of the program or the coordination s among the people involved in the program, and the processing of each procedure involved in the program.

To determine the extent of information dissemination, extent of clarity of the objectives to the main stakeholder of REP, the student respondents was looked into. The data show that a mean rating of 2.77 or *moderate extent* was garnered by "clarity of objectives." The figures do not speak well of the information dissemination of the University about REP. Forty percent of the respondents claimed that the objectives of the program were explained or discussed to them only on a *limited extent*, and 3.67% of the respondents said discussions of the REP objectives were never conducted, thus they knew not about it. These findings were corroborated by the respondents' persistent comments saying that the REP objectives were never mentioned to them by the teachers or school official. The respondents even suggested that students in the REP be informed about the rationale of REP, its importance and how the program works so that they would appreciate the program and participate in it more actively.

Indicator number 2 inquired of the University's practices of developing the students' reading skills. It had been known that REP made use of selected reading materials called reading modules. The students were made to read the modules and answer the checkup questions found at the last part of the modules. The respondents' mean rating of this indicator was 2.62 or *moderate extent*, but 25.69 % registered a rating of 2 or *limited extent* which was made even worse by the 14.68% of the respondents who said that they had never been informed of the objectives of each of the modules of the REP. Respondents' suggestions/recommendations included the teacher's discussion of the module objectives.

The third indicator inquired how the students' performance in the REP activities was processed, and whether appropriate feedback was provided to them. Tests are measures of thelearners' developed competencies and their level of competence, the program's effectiveness, and a strategy's efficacy to name a few. Learners need feedback because feedback motivates them, challenges them, rewards them and serves as their basis in planning their next moves and strategies. According to 33.93% of the respondents, the discussions of the REP modules after the test were done at a *limited extent*. Furthermore, 16.51% said that discussions of the reading modules were never conducted. They rated this indicator 1 or *not at all.* Again, feedback-giving is a must in any pedagogical activity. Feedback is the breakfast of the champions. Feedback on results is the number one motivator of people. (Blanchard, cited by Tan, 2007). This indicator garnered a notorious mean rating of 2.49 or *limited extent*, the lowest-rated indicator in this entire study. Discussing the test results and the REP modules was another persistent suggestion of the respondents.

Indicator number 4 probed the scheduling of the REP activities which were generally reading and answering of questions contained in the modules. Based on the statistics presented, proper scheduling of the REP activities was practiced on a moderate extent. Some respondents, 24.77%, rated this indicator 2, *limited extent* and 8.26% rated it 1 or *not at all.* This means that the conduct of the activities was not very well thought out. When the personnel involved in

running the REP were asked about the scheduling of activities, they were not consistent in their answers. Some said, it was the REP coordinator who decided when to work on the reading modules, while others said it was the English 100 teachers who made the decision.

The teachers of English 100 were the co-implementers of the REP, especially, that the reading modules were intended to be administered in English 100 classes. For effective implementation of the program, implementing guidelines and schemes need to be effectively disseminated to every personnel involved in the project operations. The teachers' extent of awareness of the REP was also assessed. Their knowledge of what the REP is all about is essential in making their individual actions consistent with the program objectives. The data describe the consistency and inconsistency of the faculty's awareness of and knowledge of the REP. The data show that the four teachers were knowledgeable about students who will be in the REP. They were also aware that completing the 10 modules was a requirement in the English 100 subject and that the students' performance in the REP would affect their grades in English 100. However, the teachers had conflicting ideas on whether to pass or fail in English 100 those students who failed to complete REP requirement; whether students' scores in REP form part of the grade in Eng. 100; and whether the lessons in English 100 are directly connected with REP modules.

Effective communication is often said to be the backbone of any organization. Vision, mission and goals which are not effectively communicated from the top management to its down line will never be realized. Coordination among unit heads and office staffs is a basic requirement of a successful endeavor. To determine the participation of the faculty in the implementation of the REP, the following processes were looked into: scheduling of the reading sessions, administration of the sessions, checking of the students' works, processing of the test results, and monitoring of the student's progress in reading comprehension, vocabulary, grammar and interest in reading. The table below presents the teachers' participation in the implementation of the program. The responses of the teachers proved the presence of a pre-arranged schedule of the reading sessions. It is worthy to note that the University was able to ensure sustained implementation of the program by integrating the REP in the English 100 classes.

Table 4. Faculty's Participation in the Implementation of the REP

No.	Indicator	YES		NO	
		F	%	F	%
1.	The students are tested following a pre-arranged schedule.	4	100	0	0
2.	The REP coordinator decides when to administer the reading test.	1	25	3	75
3.	The Eng. 100 teachers decide when to administer the reading modules	2	50	2	50
4.	The Eng. 100 teachers review the students for the reading tests.	0	0	4	100
5.	The Eng. 100 teachers check the reading tests.	1	25	3	75
6.	After each module, the teachers discuss the module content.	2	50	2	50
7.	Students' test results are analyzed by the Eng. 100 teachers	1	25	3	75
8.	The students' reading progress is closely monitored by the Eng. 100 teachers.	2	50	2	50
9.	The teachers submit progress reports to the REP coordinator.	1	25	3	75
10.	The teachers submit progress reports to the deans.	0	0	4	100

The students taking English 100 were all given the reading lessons. However, intensive involvement of the teachers in the processing of the reading lessons and the students' progress was not evident. From the data, it seemed that the teachers were mere proctors during the reading sessions. This was corroborated by the students' persistent comments and suggestions that REP be explained, the reading lessons be discussed, and feedback of their test performance be provided by the teachers or the coordinator.

The effects of the Reading Enrichment Program to the students' vocabulary skills, comprehension skills, grammar skills, and reading interest.

The effects of the AQ Reading Enrichment Program as an instructional intervention program were based on the respondents' personal experiences and objective observations along the following areas: vocabulary skills, comprehension skills, grammar skills and interest in reading. The questions used in generating data and information that would determine the effects of the program were formulated based on the articulated objectives of the REP. Since one of the

purposes of this study was to evaluate the effectiveness of the program, the realization or attainment of the REP objectives was measured in this study.

Table 5 presents the respondents' rating of specific questions. A rating of 1, *not at all*, means the criterion or key result indicator was neither experienced nor observed by the respondents. A rating of 2, *limited extent,* means that the criterion or key result indicator was experienced and observed by the respondents on a limited extent. A rating of 3, *moderate extent,* means that the criterion or key result indicator was experienced and observed by the respondents on a moderate extent. A rating of 4, *extensive,* means that the criterion or key result indicator was *extensively* experienced and observed by the respondents. Translated into respondents' level of satisfaction, 1 means *not satisfied*, 2 means *minimally satisfied*, 3 means *moderately satisfied*, and 4 means *very satisfied*.

The data in table 5 show that along vocabulary skills building and along teaching of students the appropriate techniques to be used in dealing with vocabulary problems, the respondents were *moderately satisfied* or the effect of REP in the area of vocabulary is of *moderate extent* as evidenced by 2.80 and 2.81 means. "Dealing with vocabulary problems" was rated 2 or *limited extent* by 32% of the respondents.

In deference to the respondents' comments on vocabulary, some found the level of vocabulary building lessons *very easy* and a repetition of their high school lessons. But others said that the vocabulary lessons were *very difficult*, hard to pronounce and were encountered for the first time. Had the vocabulary lessons been discussed in the classroom, the respondents could have really learned those new lexemes and the English teachers could have discovered the vocabulary levels of their students. Unlocking of difficulties is an indispensable part of a well planned and well implemented lesson. It is an activity in futility to make students read articles with the purpose of whetting students' communication competence through vocabulary building if the materials were not processed completely.

In terms of reading techniques and reading comprehension skills development, the respondents rated them 2.96 and 3.09 respectively, which are reflective of a satisfactory effect or an attainment of the REP target. It is worth emphasizing that 30% of the respondents experienced *extensively* the favorable effects of the REP to their comprehension skills.

In terms of grammar skills development, a rating of *moderate extent* was earned by the REP. The respondents considered the REP to have guided them in understanding and learning English grammar. Thirty-one percent of the respondents claimed that REP had helped them *extensively*. However, 24% of the respondents said that the REP addressed their grammar problems on a *limited extent*. The respondents had varied experiences and observations of the grammar component of the REP.

Looking at the lessons devoted to grammar skills development, it is safe to conclude that they were not sufficient to underpin grammar knowledge and skills. The grammar lessons were very minimal and they only covered singular-plural nouns and a little of morphology. The students must have thought that most of the contents of the modules were grammar lessons, thus, they rated grammar higher than vocabulary lessons.

Table 5. The Effects of the REP to the Students' Skills in Reading Comprehension, Vocabulary, Grammar and Interest in Reading

Indicator *The AQ REP...*	High Extent		Moderate Extent		Limited Extent		Not at All		Mean	Rank	Adj. Rating
	F	%	F	%	F	%	F	%			
1. trains the students to deal with vocabulary problems	18	16.51	55	50.46	35	32.11	1	0.92	2.80	7th	moderate
2. increases the students' vocabulary skills.	15	13.76	64	58.72	26	23.85	2	1.83	2.81	6th	moderate
3. helps the students develop effective reading techniques	26	23.85	56	51.38	24	22.02	3	2.75	2.96	3rd	moderate
4. enhances the students' reading comprehension skills.	30	27.52	62	56.88	15	13.76	1	0.92	3.09	1st	moderate
5. guides the students in learning English grammar.	34	31.19	45	41.28	24	22.02	6	5.50	2.91	4th	moderate
6. improves the students' grammar skills.	17	15.59	68	62.39	20	18.35	3	2.75	2.89	5th	moderate
7. stimulates the students' interest in reading	26	23.85	59	54.13	21	19.27	2	1.83	2.98	2nd	Moderate
							Average Mean		2.92		Moderate

On the question whether the REP stimulated the respondents' interest in reading, the data show that it did motivate the respondents to read and their interest in reading was stimulated at a *moderate extent*. Twenty-three percent of the respondents answered 4 or *great extent,* while *19. 27 %* rated it 2 or on a *limited extent*. Some respondents commented on the boring and dull reading materials that caused their interest in reading to taper off. Others found the materials lengthy which was aggravated by insufficient time to finish the reading activities. Some students even suggested that the modules be improved by replacing the reading materials with the more recent materials with updated information. The lack of interest of the students might have been caused by the materials. There was also a comment from the respondents saying that the REP activities were dominated by answering of test questions rather than enjoying the materials. It is very likely for the students to associate reading with mere answering of comprehension questions, finding meaning of vocabulary items, noting details, inferring outcomes, and other activities. The students should have made to enjoy the activities and the information learned from the materials. In addition to the tedious style used by REP, the absence of test feedback and the lack of students' awareness of the objectives of REP could have led to negative attitude of some of the respondents towards the REP activities.

Table 6. The Teachers' Perception of the REP

No.	Indicator	YES		NO	
		F	%	F	%
1.	The REP is an effective instructional support to students.	4	100	0	0
2.	The REP is effectively conceptualized and designed.	0	0	4	100
3.	The REP is effectively implemented.	2	50	2	50

Table 6 presents the perception on REP of the teachers who were directly involved in the implementation of the program. It will be noted that the REP was viewed by 100% of the faculty as not effectively conceptualized or designed, but they considered REP as effective instructional support to students. Indeed, the REP which evolved from the ESP had been considered by AUL as an effective instructional support to Aquinians. It was even claimed by the University as one of its "best feature" during the 2003 accreditation. Likewise, PAASCU was convinced that it was among the best practices in AUL. However, because of the modifications it went through after typhoons *Milenyo and Reming*, like the use of a different set of instructional materials and perhaps the change of office in charge of the program, the faculty viewed it as not effectively conceptualized and designed.

The Strengths and Weaknesses of the REP

Program Objectives, Instructional Materials, and Human Resource Requirement. The strengths and weaknesses of the REP were based on 3 criteria: the target output, the REP implementation and the impact of the REP to the students vocabulary, reading comprehension and grammar skills, and the students' interest in reading

First criterion covered the scope of the program reflected in its statement of purposes and objectives which cascaded to the REP instructional activities, instructional materials and the human resource requirement. REP's expressed objectives were to assist the students in improving their reading and study skills, vocabulary, facility in the English language, and their interest and positive attitude towards reading. The REP had noble objectives of helping the students transitioning to college. Not all schools run a program like the REP. It was obviously an ace of the program.

In terms of the REP's instructional materials, a considerable percentage of the lessons were on vocabulary building. The REP modules were so strong in vocabulary development. However, the overall topics of the modules were not well-balanced, and the lessons were not completely consistent with the program objectives. Majority of the lessons were about vocabulary, and there was a scanty content in grammar development.

On human resource requirement, the program had a permanent reading coordinator with additional remuneration commensurate to the duties and responsibilities required of the position. The coordinator possessed the necessary qualifications to supervise and enhance the program. The English 100 teachers, the SDS staff and the student assistants who were actively involved in the REP implementation were considered as support to the REP. The support given by the University along human resource was commendable.

Program implementation. The responses of both the faculty and the students revealed that the implementation of the REP needed attention. According to 40.37% of the student respondents the objectives of the REP were not very clear to them. The awareness of 30.37% students of the objectives of each of the reading modules were below moderate level. As a matter of fact, 14.68% said that the said objectives were never explained to them. Student's awareness and understanding of what REP was all about was a weakness of the REP implementers.

Appreciation of the REP lessons by way of discussing the instructional materials so that the lessons would have been learned thereby augmenting the learners' level of literacy was also weak, in fact it got the lowest mean rating of 2.49. Discussion of the reading modules and the analysis of the students' performance in the tests were the expected instructional activities of the REP. However, even the faculty respondents admitted that they had not exerted any effort to review the students for the test, and 75% of the faculty said that they did not check the test or

exercises in the reading modules, thus they had no idea of the students' performance in the those checkup test: test results were not analyzed.

The scheduling of the reading sessions was considered as strength. From the very start the teachers knew that the reading sessions would be part of the English 100 courses, however, when the instructors were asked who decides when to administer the REP activities, they registered a 50-50 response. Fifty percent said the instructors, while the other 50 % said the coordinator. But, just the same, the activities were completed before the end of the semester. In terms of coordination and monitoring of the operations of the REP, a weakness had been spotted in terms of the instructors knowledge of some REP policies. The instructors when asked if a student who failed to complete the 10 modules of REP would also be failed in English 100, 50% of the instructors replied *yes* and the other 50% replied *no*. When the instructors were asked if the lessons in English 100 were directly connected with lessons in the reading modules, 50% of the instructors answered *yes* and the remaining 50% answered no. When asked if the REP had been effectively implemented, 50% of the faculty answered no. Considering the above implementation circumstances, the glaring weakness was along coordination among the persons involved in the implementation.

Students' Perceived Effects. The impact of the REP to the students vocabulary, grammar, reading comprehension skills, and interest in reading as perceived by the student respondents garnered an average mean of 2.92 which is *moderate* in extent. This could be interpreted as neither strength nor weakness. This result concurs with the absence of discussion of the reading lessons that could have made the students understand and learn the lessons. Furthermore, the missed out processing of the students performance in the reading tests and exercises might have created an impression that the lessons were not important, thus, they did not improve extensively their reading and vocabulary skills.

Proposed Reading Program to Underpin Literacy

This study proposes that the existing reading program, the REP, be expanded into a full-blown reading developmental program. The expanded program should look into the reading deficiencies of both the students transitioning to college and the students from sophomore years onwards, then design the program based on the needs. The enhanced REP should see to it that its extent or coverage is well-balanced and anchored on the actual needs of its clientele. Training the students to become advanced readers should be the target of the program so that it can extensively support the students in acquiring the necessary knowledge and skills not only in their General Education Courses but more so in their professional subjects and in their chosen career.

The enhancement of the REP should include the following: instructional targets or objectives, instructional materials, reading teaching strategies, human resources, and research. The specific instructional targets of the program should be carefully laid out for they are the

guiding principles of the program implementers. Likewise, the program objectives and targets determine the direction and scope of the program.

The instructional materials of the REP also need to be reviewed and improved. The use of reading modules prepared by experienced module developers is also highly recommended. Moreover, making use of the written articles – history, stories, hymns, prayers, biographies - which are part of AQ Literature is likewise recommended. The use of the AQ Literature will surely augment the Aquinians' reading skills and their knowledge about the AQ Culture. Historical accounts, hymns, songs, prayers, rituals, stories, books, biographies of Aquinians, poetry, accomplishments, researches, et cetera may form part of the REP instructional materials. Utilization of the AQ Literature will surely inculcate into every AQuinian the essence of AUL. It will also promote the AQ values, Aquinas Quotient, AQ vision, mission and goals, AQ advocacies, AQ History, et cetera.

Furthermore, the expanded REP should consider the development of the faculty who shall be involved in the program. The corps of teachers, ideally, the language teachers should be given ample training to develop effective strategies for teaching reading and for selecting reading materials suited to the students' needs. The teachers of the professional subjects should also be included in the said training for the reason that reading is inherent in learning.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are being forwarded and brought to the attention of the University officials in charge of the REP.

1. The University should sustain its long tradition of providing instructional intervention through its Educational Support Program, specifically the Reading Enrichment Program.

2. The University should continue its practice of designating a permanent reading coordinator who takes charge of the supervision of the reading program.

3. The integration of the REP to the English 100 subjects should be sustained to ensure stability of the program.

4. The University should review its REP instructional materials. The reading modules should be well-balanced so as to cover more reading skills. Updating of the instructional materials should also be considered in order to develop more effectively the reading interest of the students.

5. The implementation of the REP activities should be revisited. Activities should be consistent with the REP objectives.

6. Coordination among people involved in the REP should be improved to make sure that information dissemination and uniformity of fundamental policies and procedures are carried out effectively.

7. The University should not limit its services to the students who failed to qualify in English 101. The REP should be extended to other interested students or to those recommended by their academic advisers.

8. The coordinator should include in his/her plan the monitoring of the individual progress of the students enrolled in the REP.

9. Training on teaching strategies for adult readers should be provided to more teachers – language teachers and teachers of content subjects.

10. The University, especially that it offers Teacher Education course, should have at least one reading specialist or a faculty whose field of specialization is reading.

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"TULONG DUNONG" PROJECT

Susan Bobadilla, MAEd

Introduction

The College of Arts, Sciences and Education, in its aim to extend its services to students/ pupils with difficulty in coping with academics, launched the "Tulong Dunong" project. Its main goal is to enhance tutees' skills in Science, Math and English subjects. "Tulong Dunong" is a tutorial program administered by junior and senior students of the teacher education program with the supervision of an appointed professor of the teacher education program.

The specific objectives of the program are the following:
1. Improve pupils reading, writing and comprehension skills in English, Math and Science.
2. Facilitate the learning skills of students and pupils in Math, Science and English.
3. Improve sentence construction of the pupils in English.

This is an on going program of the College of Education at 2000-2003 at Bicol High School at Sto. Domingo Albay, 2002 – 2003 at Bagong San Roque Elementary School and 2004 2006 at Mabinit Elementary School. Considering the positive feedback of classroom teachers on the implementation of the tutorial program, it was re- run at the Good Shepherd Home in Barangay San Roque Legazpi City in SY 2007-2008 until 2008-2009. Although no formal evaluation was made to verify the effectiveness of the initial implementation program, some modifications on the process were done to ensure the success of the program.

In SY 2008-2009, a group of teacher education students conducted an evaluation of the "Tulong Dunong" program entitled "*The Assessments of Tutorial Program in English, mathematics and science Subjects of College of Arts, Sciences and Education of Aquinas University of Legazpi in Good Shepherd Home, Barangay San Roque, Legazpi City SY 2007-2008*". The research was conducted by Julie Ann B. Bongon, Katherine A. Datu, Namia N. Santos.

Relevant findings show that a) The perceived effects of the tutorial classes to the academic performance of the pupils/student-clients of Good Shepherd Home in English is the improvement in understanding the subject, spelling skills and ability to write correct sentences. The perceived improvement in Mathematics is better understanding of the Math concepts, enhanced computation skills, and enhanced confidence to participate in discussions during Math class. The perceived improvement in Science is better understanding of the Science concepts, principles and theories, preparation of assignment in Science, and improved grade in Science; b) The strengths of the program as perceived by the respondents include the better understanding of the lessons in Math, Science and English, improved skills of tutees in spelling and computation, improved final rating in the three subject areas. The respondents also noted that the program has clear goals and

objectives and that a point person has definite functions; and c) The perceived weaknesses include the seemingly lack of proper orientation of the tutors, undefined expected outcome of the program, punctuality of the tutors, flexible schedule of tutorial classes that caused confusion to the tutors and tutees, insufficient efforts to coordinate the changes in schedule and the absence of budget for operational expenses.

The researchers recommended the following measures to improve the program; a) A comprehensive module for tutors is necessary to have a clear direction on the tutorial process that will be implemented; b) Proper orientation for tutors and tutees to level the expectations of both parties and process the manner in which the expectations shall meet the intentions of the program; c) Preparation for the tutors would make the implementation of the program more effective. It may include special trainings on teaching strategies, group processing and group dynamics; d) A comprehensive "Tulong Dunong" Program to guide the implementers of the community extension program of the department is also relevant; and e) Periodic evaluation of the program to enhance its content and processes involved.

It is within the context of the said evaluation that the revised version of the program was conceptualized.

"**Tulong Dunong" Program**- revised edition

Rationale

"Tulong Dunong" Program is a noble endeavor of the teacher education program as part of the University Community Extension Program. Volunteer faculty members and students of the College of Arts Sciences and Education are the key players of the program. A faculty community extension coordinator shall be appointed to oversee the proper implementation of the program. Coordination with the Community Extension Office of the University is done to ensure that community definition of extension services jibes with the intentions of the department programs and projects specifically the Tulong Dunong.

Specific Objectives

The program has for its specific objectives the following:
1. to conduct a community extension project as part of the teacher education students' exposure to varied teaching-learning situations such as tutorial services;
2. to assist identified tutees enhance their reading and communication skills in English, comprehension and computation skills in Math, and comprehension and scientific inquiry skills in Science; and
3. to assist identified tutees develop or enhance their learning skills

Implementer

The "Tulong dunong" Program shall be conducted by volunteer faculty members and students of the teacher education program of the College of Arts Sciences and Education. With close coordination with the office of the coordinator for community extension, the team shall be tasked to carry out the objectives of the university community extension program through Tulong Dunong.

Target Clients

Tulong Dunong is intended to help pupils or students who have difficulties in coping up with academics specifically in English, Science and Math subjects. Clients maybe pupils/students of public school or pupils/students in the adopted communities of the University.

Implementing Guidelines

The following are the implementing guidelines of the program:

1. Close coordination with the Office of the Coordinator for Community Extension shall be done to ensure of direction and intention of the college community extension activities.

2. A college coordinator for community extension shall be responsible for all the community extension endeavors of the college. He shall directly report to the college Dean and coordinate with the university coordinator for community extension. He shall also be responsible in initiating college extension activities.

3. Volunteer teacher education students shall undergo an intensive orientation to be administered by a mentor using the "tulong dunong" module for tutors.

4. College coordinator for community extension shall identify the target client for the program and coordinate with the point person of the target institution for the immediate immersion of the tutor.

5. If necessary, an agreement must be in place to clarify the roles of interested parties. Expectations must be clarified between parties before the activity take place.

6. The university shall be responsible in ensuring the safety of the volunteer tutors as they report to the target institution.

7. The college coordinator for community extension shall see to it that provisions are made for the transportation expenses of the volunteer tutors.

8. Evaluation shall be done towards the end of the 2nd semester.

Budget

Below is the proposed budget for the implementation of the program for one semester:

a. Transportation	Php	500.00
b. Transportation allowance for		
Volunteer (Php 1 000.00/mo.X5)		5 000.00
c. Material for communication		
and teaching aids		5 000.00
		Php10 500.00

ACTION PLAN

Objectives	Methodology	Time Frame	Resources		Performance Indicator
			Human	Materials	
Conduct an orientation/re-orientation activities to students and faculty	Orientation Program	3rd week of June	College Coordinator for Community Extension Services Dean	Modules for tutors	Awareness of the Tulong Dunong Program
Enlist volunteers for the implementation of the program	Enlistment of volunteers through Prof. Ed. Subjects	4th week of June	College Coordinator for Community Extension Services Prof Ed Professors	Enlistment form	10% of the total population of the teacher education program enlisted as volunteers
Conduct program orientation to volunteers	Orientation program to clarify issues	2nd week of July	College Coordinator for Community Extension Services	Modules for tutors	Awareness of the duties and responsibilities of the tutors
Communicate to partner institution for the program implementation	Visit target partner institution and discuss the implementing guidelines of the program	2nd week of June	College Coordinator for Community Extension Services Head of Partner Institution	Communication and agreement	Clear implementing guidelines for both parties
Implement the program as agreed upon by both parties	Tutorial sessions on specified date and time	3rd week of July to 3rd week of February	College Coordinator for Community Extension Services Head of Partner Institution	Modules for tutors	Regular visit of tutors to the partner institution Established rapport with partner institution Improved grades of tutees in the 2nd, 3rd, 4th grading period
Evaluate the program	Use valid survey form	March	College Coordinator for Community Extension Services Head of Partner Institution	Survey form	Strength and weakness of the program identified Identified intervention measure for the improvement of the Tulong Dunng Program

THE DESIGN OF TEACHING TO FACILITATE LEARNING

Amparo D. Binamira, Ed. D.

The teacher plays a very important role in the learning process of students. The teacher is not a mere implementer of pre-defined or prescribed sets of actions, but an active agent engaged in thinking about how to help the students learn. The learning of the students can be directed and facilitated by the teachers. Effective teaching means being able to help all types of students learn the different learning goals in the curriculum. If the students are to learn the desired outcomes, then the teacher should expose the students to the different learning activities that will result in achieving those outcomes. In the process, the following aspects of teaching-learning process should always be given importance:

   a. **Learning objectives -** refer to what students are expected to learn,
   b. **Learning activities -** refer to how students will learn, and
   c. **Learning assessment -** refers to how students' learning will be measured

However, during teaching, a great majority of teachers focus their awareness on what they are doing, not on what they are teaching or on what their students are learning (Marton & Booth, 1997). The focus is more on themselves. The usual questions asked by teachers are: "What do I want to teach?" "What will I do to teach the subject matter?" and "How well do I perform in the classroom?" Teacher-focused strategies are transmission theories of teaching that knowledge is conceived as being transmitted from expert teacher to inexpert learner and the teacher's task is to get it across. Whether we conceived this transmitted knowledge simply as information or as important concepts needed to understand the discipline, the focus is on what the teacher does.

There is a paradigm shift in the present context of teaching, that is, from teaching or teacher focus to learning or learner focus. The learning-centered design includes alignment of course learning objectives, activities and assessment *(*e.g. consistency between what instructors intend to teach, what they actually teach, and what they test)*. This alignment could be represented in figure 1.
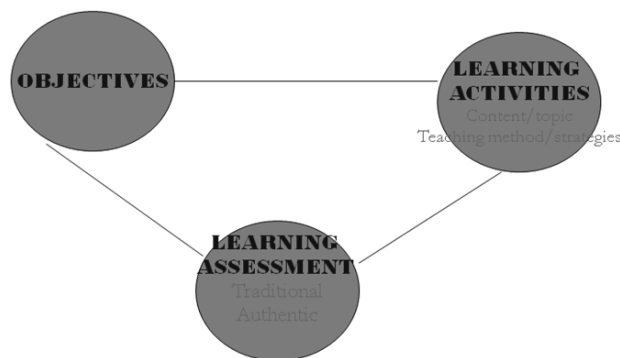

Figure 1. Interconnection of the three aspects of
teaching-learning process

The questions to be asked should be: "What do students need to learn?" "What will students do to learn the subject matter?" and "How well do the students perform in the class?" Student-centered strategies see the focus as bringing about conceptual change in students' understanding of the world. It is what students do to achieve understanding that is important, and not what teachers do (Prosser & Trigwell, 1998).

When we take this centrality of student activity on board, John Biggs (1999) suggested that we face three steps:

1. Saying what the "desired outcomes" are. In so doing, we specify our objectives.

2. Getting students to "engage in (appropriate) learning activities." In so doing, we use learning activities that encourage students to go about learning in a way that is likely to achieve our objectives.

3. Deciding if the outcomes are learned in a "reasonably effective manner." In so doing, we use assessment tasks that are criterion-referenced to our objectives.

We have first to be clear about what we want students to learn, and then teach and assess accordingly in an aligned system of instruction (Biggs, 1966). An aligned system of instruction is a fully criterion-referenced system, where the objectives define what we should be teaching; how we should be teaching it; and how we could know how well students have learned it. In an aligned teaching, learning, and assessment system, there is maximum consistency throughout the system.

First, the curriculum is stated in the form of clear objectives, which state the level of understanding required rather than simply listing the topics to be covered. Second, the teaching methods, strategies, and learning activities chosen are those that are likely to realize those objectives. This way the students do the things that the objectives require. And, third, the assessment tasks address the objectives, so that we can test if the students have learned what the objectives state they should be learning. All components in the system address the same agenda and support each other. This network is called "constructive alignment" (Biggs, 1999).

In a criterion-referenced system, the criteria must be clear. While most teachers would agree that they teach for "understanding," we frequently express one meaning of understanding but assess another. In making our objectives clear it is essential that we make explicit the meanings of what we want our students to address. The very highest levels of understanding that we want our students to display by the end of a degree program are "performative"; that is, students act differently when they really understand (Perkins & Blythe, 1993). Students need to understand to the extent that a particular sector of their world has changed, and is now coming under their control. They behave differently towards that which they truly understand. Clarifying from the very start the kind of understanding that is wanted is of utmost importance.

Constructive alignment therefore is a contributing factor to effective teaching. These consistency and alignment of teaching, learning and assessment are needed to optimize the participation of the students in the appropriate learning activities, maximize the learning outcome of the students and assure that the objectives of the course are met.

This paradigm shift in teaching, however, should be strengthened by the paradigm shift in the attitude of teachers toward teaching, which is always a role model for our students and an agent of change; for the better.

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Culture is a way of life. All efforts, actions, endeavors, fields, creations, programs, and thoughts of man define culture. As a matter of case, these things make culture comprehensive and historical. It can be said that culture is the human spirit. There is a parallel significance between human culture and human nature. Given such connotation, we need to extrapolate on the different perspectives of culture. In my mind, I actually have five views. It can be argued that, 1) Culture is a universal and objective consciousness of a certain collectivity; 2) Culture is but a progressive development of a collective consciousness; 3) Culture is static yet dynamic; 4) Culture is a series of reconstruction and deconstruction; and 5) Culture is both influential and influenced. These views present culture as totality.

We can argue that culture is the "mind" (Grecian) that guides and the "spirit" (Romanticist) that moves people. It serves as a principle from which all human actions are directed to and pointed towards a certain level of normativity (Kantian) in order to establish similarity and promote collectivity. Culture becomes a universal and objective consciousness. It is universal because it transcends particularity and elevates sense of humanity. It is something from which we share and from which we proceed. It is objective because it becomes a fusion of horizons. There arises a common and creative sense of human identity. Regardless of the level of significance and degree of rightness culture brings to people, there is an inescapable point that culture, however good or evil it becomes, is the foundation of human life, and in effect, defines man and his humanity.

If culture is the universal, objective, collective consciousness of people, then culture itself is but a progressive development of such collective consciousness. Human world is but a continuous becoming, a dialectical process, the interplay of the unity and conflict of thesis and antithesis to progressively generate synthesis. Culture pushes man to achieve being and becoming at the same time. It tries to supply man his essence as it continues existence. Hence, culture is the Geist (Hegelian) that moves reality. It can happen through three ultimate forces of culture: religion, aesthetics, and philosophy. These three make culture a progressive development of collectivity.

We can say that culture is static in a certain period to instill order, appreciate development, and acquire sense of well being. It is where people try to 'romanticize' life given its simplicity and complexity. But culture must be dynamic in order to progress significantly. People need to have paradigm shifts (Kuhnian) to instill more order, appreciate more development, and acquire more sense of well being. The collective needs to change views, systems, and

processes to live more and live better. This contributes powerfully in the progressive development of collective consciousness to get hold of universality and objectivity.

Because culture is dynamic, it subjects itself to a series of reconstruction and deconstruction. We need to reconstruct to adapt and deconstruct to unlearn. Shifting paradigms suggest human retooling and advancing. Unlearning equips 'traces' (Derridean) and fixes differences. Culture evokes effective historical consciousness (Gadamerian).

Culture is 'influencial' on human actions. It tries to grapple with motives and goals of certain human activities. But at the same time, it is 'influenced' to understand such motives and goals. Taken generally or universally, people need to're-view' culture. They have to identify for themselves, as a group, their purpose and meaning to define what they are and who they are as collectivity.

Based on these ideas on culture, we can conclude that culture is indeed a totality. It works towards a certain 'telos' of and for the entire humanity. Taken on the grand scale, culture is humanity. Man is what he makes of his culture.

Now that we understand (hopefully) the role of culture seen in generality, we need to view culture this time in its particularity. To do this is to contextualize it. This means that we need to define culture based on the experience of a certain people. In this case and in our purposes, is the AQuinian experience of AQuinian culture. Knowing the five views on culture, is there a need for us to know what AQ culture is all about? On this question I pose five reasons, 1) AQ Culture defines our **identity** as Aquinian; 2) AQ Culture is a **description** of our continuous becoming; 3) AQ Culture is our primordial **development** of our vision and mission; 4) AQ Culture is a **principle** of AQ Community; and 5) AQ Culture is a **way** of our solidarity.

We already have reasons for AQ Culture. But what is AQ Culture? How do we define AQ Culture? On this level, we need to define the roles of values in order for us to articulate AQ Culture. I have the presumption that we can only be able to articulate AQ Culture if we are clear about the values that we hold dear as AQ Community. I believe that, 1) values *define us as a(n) (AQuinian) community*; 2) values set *our priorities and goals*; and 3) values *fuse our different horizons*.

But such values we subscribe into, as AQuinian values, must be based on the Filipino values. This is because we cannot separate and isolate our so called AQuinian values from Filipino values. I think that whatever those values are, are rooted in our sense of national culture. A lack of Filipino values would not elicit AQuinian values.

It is fair to say that there are undercurrent Filipino values that generally define a Filipino. This is based on how Filipino people perceive themselves and how they justify their being

Filipino as a people. These are, 1) *Pagmamalasakit* (concern); 2) *Makapansariling Pagmamasid* (personal care); 3) *Pagbibigayan* (reciprocity); 4) *Pakikipagkapwa* (shared identity); 5) *Pagbabahala* (responsibility); and *Pagkamaramdamin* (emotionalism). *Pagmamalasakit* is a Filipino way of expressing solidarity. It suggests that one is a being-with-and-for-others.. It shows that Filipino is not alien but actually involved in the situatedness of others. *Makapansariling Pagmamasid* is a demonstration of personal care. It describes Filipino having personal touch and suggests that he is directly involved and must actively present himself to take care of others. *Pagbibigayan* is a social practice. Because one recognizes others as part of himself, he is inclined to share what he has. This can be best explained by the concept of *utang na loob* (taken in a positive sense). *Pakikipagkapwa* is arecognition of shared (or similar) identity which characterizes itself as a unity of the 'self' with 'others'. It calls for equal treatment. *Pakikipagkapwa* is directly connected to personalism and subjectivism in the context of the 'given' collectivity. It promotes group cohesion. It gives more importance to group relations than individual concerns. It is expressed through *pakikisama*, *pakikitungo*, and *pakikiramay*. *Pagbabahala* is the normative concept for responsibility integrated with concern. It also means accountability together with respect. *Pagkamaramdamin* is a paradigm Filipino used in cognition, expression, and evaluation of things in their social context. Sentimentality underrates rationality and objectivity. It is directly related to metaphors, narratives, and humor.

These Filipino values are the basis of Filipino culture. The Filipino mental fabric is wired in such a way that values define them and such values underscore Filipino social reality. It is safe to say then that what make us Filipino are our values.

Now that we recognize and appreciate Filipino values, we need to align, define, and describe our very own AQuinian values. It is best to do this by considering the Aquinian motto *Vita Veritatis et Amoris ex Gratitudine*. It is expressed that Aquinas University of Legazpi rests on three core values: **Truth**, **Love**, and **Gratitude**. What we need to do is to identify (Specific) AQuinian Values that are correlative with Filipino (Undercurrent) Values and AQuinian (Core) Values. The three core values of Aquinas University put across specific AQ Community Values along the six undercurrent Filipino values. (Refer to Table 1)

Based on Table 1, the AQ Community shows the value of **Truth** through 1) Rational desire to know the (universal) truth; 2) Arrival at or Acquisition of Existential Meaning and Truth or the 'Truth of the Here and Now'; 3) Conviction for Justice and Social Order; 4) Understanding of Human Nature as 'Socius'; 5) Consistency, Conformity, and Praxis; and 6) Intuition.

Table 1 Expressing Filipino Values as Reflected on AQuinian Value

FILIPINO VALUES		AQUINIAN VALUES		
		TRUTH	LOVE	GRATITUDE
Pagmamalasakit Concern		Rational desire to know the (universal) truth (Thomism)	Being-With-Others (Anduyog) Commitment to Social Justice (Principle of Action)	Recognition and Appreciation of Presence of the Other (Metaphysics of Presence)
Makapansariling Pagmamasid Personal care		Arrival at or Acquisition of Existential Meaning and Truth or the Truth of the Here and Now (Contextual Thomism)	Care For The Self and at the same time Care For The Other (Holism)	Acknowledgment and Valuing of Moral Obligation (ethike)
Pagbibigayan Reciprocity		Conviction for Justice and Social Order (Constructivist)	Face-To-Face Encounter, Solidarity, and Social Cooperation (TaSaTu Principle)	Personal yet Social Responsibility (Sense of Mutual Pride)
Pakikipagkapwa Shared Identity		Understanding of Human Nature as Socius (Hermeneutic of Similarity)	Golden Rule (Christian)	Sense of Social Identity (AQ Identity) (AQ Shared Principles)
Pagbabahala Responsibility		Consistency, Conformity, and Praxis	Maka-Diyos, Maka-Bayan, and Maka-Kalikasan	Excellence, Efficiency, and Effectiveness
Pagkamaramdamin Emotionalism		Intuition	Compassion	Sentimental Belongingness

The AQ Community explicates the value of **Love** through 1) Being-With-Others and Commitment to Social Justice; 2) Care For The Self and at the same time Care For The Other; 3) Face-To-Face Encounter, Solidarity, and Social Cooperation; 4) The Christian Golden Rule; 5) Maka-Diyos, Maka-Bayan, and Maka-Kalikasan Framework; and 6) Compassion. The AQ Community demonstrates the value of **Gratitude** through 1) Recognition and Appreciation of Presence of the 'Other'; 2) Acknowledgment and valuing of moral obligation; 3) Personal yet Social Responsibility; 4) Sense of Social Identity; 5) Excellence, Efficiency, and Effectiveness (as principles); and 6) Sentimental Belongingness.

After identifying set of AQ (Specific) Community Values, we need to determine AQuinian values students, personnel, and administrators must acquire, own, and enjoy. To do this, we need to generate 'cluster values' along the 'core values'. (See Table 2)

Based on Table 2, Students' Values should focus on 1) Searching For The Truth, Truthfulness, and Rightness; 2) Looking For The Essence of Love In consideration Of Different Social Roles and Commitments; and 3) Realizing Full Potentials as AQuinians. The Values Academic Personnel should exercise are 1) Teaching The Truth, Truthfulness, and Rightness; 2) Showing Love And Concern To Others In The Context Of (Social) Justice; and 3) Improving Instruction And Research for The Community. The Non-Academic Personnel's Values should be 1) Practicing The Truth, Truthfulness, and Rightness; 2) Manifesting Respect And Promoting Dignity of Others; and 3) Expressing Commitment Towards Work And Acquiring Sense of Pride Towards Work. The Values Administrators should exhibit 1) Demonstrating Truth, Truthfulness, and Rightness; 2) Modeling Compassion; and 3) Appreciating Beauty And Magnificence of People Around.

Table 2 AQuinian Values as Expressed in Students, Personnel, And Administrators

AQUINIAN VALUES	STUDENTS	ACADEMIC PERSONNEL	NON-ACADEMIC PERSONNEL	ADMINISTRATORS
Truth Katotohanan	Searching For The Truth, Truthfulness, and Rightness	Teaching The Truth, Truthfulness, and Rightness	Practicing The Truth, Truthfulness, and Rightness	Demonstrating Truth, Truthfulness, and Rightness
Love Pag-Ibig	Looking For The Essence of Love In consideration Of Different Social Roles and Commitments	Showing Love And Concern To Others In The Context Of (Social) Justice	Manifesting Respect And Promoting Dignity of Others	Modeling Compassion
Gratitude Pasasalamat	Realizing Full Potentials as AQuinians (Developing Talents And Abilities In Order To Serve Others)	Improving Instruction And Research for The Community	Expressing Commitment Towards Work And Acquiring Sense of Pride Towards Work	Appreciating Beauty And Magnificence of People Around

After providing values students, personnel, and administrators must have, we need to describe the ideal qualities students, personnel, and administrators must possess relative to the four pillars of AQuinian Education, which are Instruction, Research, Extension, and Production. (Notice Table 3)

Based on Table 3, 1) AQ Students must be critical, research-based, practical, and output-oriented; 2) Academic Personnel must be analytic-synthetic, logical (methodical and systematic), organizer, and results-based; 3) Non-Academic Personnel must be open-minded, research-trained, socially sensible, and outcome-directed; and Administrators must be developer, researcher, leader, and producer.

Table 3 Character Values of AQ Students, Personnel, And Administrators

CLASSES	INSTRUCTION	RESEARCH	EXTENSION	PRODUCTION
Students	Critical	Research-Based	Practical	Output-Oriented
Academic Personnel	Analytic-Synthetic	Methodical, Systematic, And Logical In Research	Organizer	Results-Based
Non-Academic Personnel	Open-Minded	Research-Trained	Socially Sensible	Outcome-Directed
Administrators	Developer	Researcher	Leader	Producer

Table 4 Filipino Values To Be Emphasized In AQ Cultural Development

AQUINIAN CORE VALUES	CRITERIA FOR FILIPINO VALUES					
	KAYA	SARILI	KAPWA	PAGKATAO	KATAUHAN	DAMA
TRUTH	Rational desire to know the (universal) Truth	Arrival at or Acquisition of Existential Meaning and Truth	Conviction for Justice and Social Order	Understanding of Human Nature as 'Socius'	Consistency, Conformity, and Praxis	Intuition
LOVE	Being-With-Others; Commitment to Social Justice	Care For The Self and at the same time Care For The Other	Face-To-Face Encounter, Solidarity, and Social Cooperation	"Do not do unto others what you do not want others do unto you"	Maka-Diyos, Maka-Bayan, and Maka-Kalikasan	Compassion
GRATITUDE	Recognition and Appreciation of Presence of the Other	Acknowledgment and Valuing of Moral Obligation	Personal yet Social Responsibility	Sense of Social Identity	Excellence, Efficiency, and Effectiveness	Sentimental Belonging-ness

The Filipino Values to be emphasized in the AQ Cultural Development are shown in the table above. These values are bases for the institutional growth and development of Aquinas University of Legazpi. Ignoring these values is tantamount to a denial of our claim that we are Filipino in Character, Catholic in Mandate, Dominican in Charism, and AQuinian in Identity.

As the students search for truth, look for love, and realize their potentials, they need to be critical and practical. As the (academic) personnel teach truth, show love, and improve themselves, they need to be analytic yet synthetic, and organized. As the (non-academic) personnel practice truth, manifest respect, and express commitment, they need to be open-minded and socially sensible. As the administrators demonstrate truth, model compassion, and appreciate people, they need to be developers and leaders.

The AQuinian Community having the AQuinian Core Values of Truth, Love, and Gratitude must consider Filipino sense of *sarili* and his relation to *kapwa* as they express their *dama* and *kaya* in order to define and articulate their *pagkatao* and *katauhan*. In the first place, the AQuinian Community forms part of the Filipino People.

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