

Employment Status of the bachelor of Science in Industrial technology (BSIT) Graduates of Guimaras State College

Ethel P. Junco
Julieta G. Infante
Lilian Diana B. Parreño
Wenie Rose G. Tuando

Abstract

This study ascertained the employment status of the bachelor of science in industrial technology (BSIT) graduates of Guimaras State College (GSC) for SY 2003 - 2008. The respondents of the study were the BSIT graduates of GSC from SY 2003 - 2008 majors in Automotive Electricity, Electronics, Machine Shop, Food Trades and Garments as respondents. The study made use of descriptive research design. The researchers prepared questionnaire was used in data collection. There were eighty - two (82) actual respondents or 81.19% from total 101 graduates of BSIT of GSC from SY 2003 to 2008. Results showed that more than majority of the BSIT students enrolled in BS Industrial Technology courses were male, young and single graduates are not keen on pursuing further studies to improve their craft. but those who pursued did it for professional development and job promotion. Majority of the graduates of BSIT for the last six years were employed. Having no job opportunities for the graduates ranked first as the reason for being unemployed, followed by health related reasons and did not look for job were reasons for being unemployed, Regular or permanent tenure status in their present job got the highest percentage among the employed graduates, followed by casual and contractual and minimal self - employed and temporary. Salaries and benefits are the first reason of the graduates in accepting the job, changing or staying in the job. The common positions during first jobs of the graduates were rank and file.

Background of the Study

A projection of manpower needs is the basis for many educational plans over the last twenty years and this continues to play an important role in education planning. At the same time, the relationship between education and employment continues to be set with variety of problems. These are expansion of the labor market, the expectations of students and families for employment which a slow growing economy cannot fulfil, the considerable difference in the match of school leavers with employment opportunities as between regions of a country, occupation categories, type of school and others.

Optimal manpower absorption of graduates of tertiary education therefore is the best gauge of efficiency of resource allocation in the educational system. According to PSCPE Report, education of the tertiary level, considered from the investment approach has a positive return if it improves one's employment probability or when the rate of actual absorption of the output of tertiary education in the labor market is high.

The existence of unemployment and misplacement of graduates entering an occupation unrelated to their formal education and the "brain drain" clearly reflect the inability of the Philippine Educational System to meet the manpower needs of the country's economy. For some years now, the increment of manpower supply exceeded the manpower demand. This excess supply relative to the demand has put labor in a biased position since it in effect make the graduates take any job available in the market. Labor's rationale becomes "half bread is better than none, rather than the ability to dictate price owing to one's educational assets".

A most important criterion in measuring economic benefits an individual has accrued in life is employment. In this regard, their entry into job is attributed to the outcome of a complex process of interaction between the characteristics of the individual and those of the society in which they live. As further cited by Pintor Zwaenepoel who points out that Unemployment occurs when a person is available to work and is seeking work but currently without work. The prevalence of unemployment is usually measured using the unemployment rate, which is defined as the percentage of those in the labor force who are unemployed.

Tracing alumnae and alumni implies to reinvestigate the rapport between the Alma Mater and her graduates, who are her representatives at a large and are the first growing majority of her academic community. The experiences insight and knowledge embodied in this largest segment of the academic community are a rich source of feedback, as evident from the information presented by these graduates. They help to keep the academe keep abreast with emerging trends and to retain a lead role in the kind of specialization advancement that is required for a human resources development.

This study was conducted to assess the employment status of the graduates after leaving the portals of the school and would establish the importance of Guimaras State College as an institution for higher learning.

The College had produce six (6) batches of BSIT graduates from S.Y 2002-2003, 2003-2004, 2005-2006, 2006-2007 and 2007-2008. These were composed of Bachelor of Science in Industrial Technology (BSIT) majoring in the fields of Automotive, Electricity, Electronics, Machine Shop, Food Trades and Garments.

The College had already conducted a tracer study of its graduates last 2004, tracing those graduates from 1999-2003. But a periodic determination on the employment status of the graduates is necessary so that the school can establish its own data based on whereabouts of the graduates as well as serve as an input to institutions' future planning activities and establish the importance of GSC as an institution for higher learning.

Statement of the Study

The major purpose of this study was to find out the employment status of the bachelor of Science in Industrial Technology (BSIT) Graduates of Guimaras State College for SY 2002-2003 to 2007-2008.

Specifically, the study tried to seek answers to the following questions:

1. What is the profile of the BSIT graduates in terms of age, sex and civil status?
2. What is the educational background of the graduates in terms of:
 - a. Year of graduation
 - b. Specialization
 - c. Trainings / Advance \ Studies
3. What is the employment data of the respondents in terms of:
 - a. Whether employed or unemployed
 - b. Reasons for being employed/unemployed
 - c. Number of jobs acquired prior to present job
 - d. Reasons for accepting /changing jobs
 - e. Length of stay per job
 - f. Position/s in the previous/present job
 - g. Salaries and wages
 - h. Relevance of Curriculum to their jobs
 - i. Suggestions to improve the curriculum

METHODOLOGY

Research Design

Research design is a scheme or plan of action for meeting the objectives of the study. The descriptive method of research was used in this study to determine the employment status of the BSIT Graduates of GSC from S.Y. 2002-2003 up to 2007-2008. Descriptive research is appropriate for studies, which aims to find out what prevail in the present conditions or relationships, held opinions and beliefs, processes and effects and developing trends.

The Respondents

The total respondents of this study were the 101 BSIT graduates of Guimaras State College from SY 2002-2003 to 2007-2008. however, there were few graduates who cannot be located anymore when distribution and retrieval of questionnaires were undertaken. Those who cannot be located anymore were not from Guimaras but instead they came from different parts of Iloilo Province and Negros Occidental. Others were not able to return the questionnaires, hence the actual respondents totaled only to 82 or 81.19% of the total BSIT graduates for the last five years.

Data Gathering Instrument

The data needed in the study were gathered using a researcher prepared questionnaire. The questionnaire was composed of three (3) parts. Part I includes items on personal information of the respondents such as age, sex and civil status. Part II includes items on the educational background of the respondents such as the course , specialization and trainings/advance studies. Part III includes items on employment status such as agency where employed, tenurial status, position in the organization, problems met while looking for a job and salaries receive per month.

Data Gathering Procedure

The questionnaire was distributed to the respondents. The addresses of the graduates were taken from the records of the school. After identification of the respondents, they were grouped per Municipality and Barangay for easy conduct of the study of the study. The questionnaires for the graduates from the farthest barangay of the province were distributed first for easy management of time during the conduct of the actual study. The conduct of the data gathering of the study was done on September - October 2008. The questionnaires were gathered right away for those who came from Nueva Valencia, Jordan, Sibunag and San Lorenzo.

Statistical Tools Used in the Study:

The data was collected, sorted and tabulated based on the requirement of the study. The data gathered were analyzed by getting the frequency, percentages and rank.

RESULTS AND DISCUSSIONS

A. Personal Information of the Respondent

Table 1 presents the profile of the BSIT graduates as to year of graduation from 2003 to 2008, the actual number of graduates per year and the number of respondents traced. Results showed that all the graduates of 2008 traced were 20 or 100%. This was followed by 2004 and 2006 having 83% each, in 2007 only 80% was traced and the lowest was in 2003 with 45% only.

Table 1
Distribution of the BSIT Graduates as to
Year of Graduation

Year of Graduation	Actual No. of Graduates	Traced Respondents	Percentage of Respondents
2003	11	5	45.45
2004	24	20	83.33
2005	9	7	77.78
2006	17	14	82.35
2007	20	16	80.00
2008	20	20	100.00
Total	101	82	81.19

Table 2 presents the distribution of graduates as to their field of specialization such as electronic, electricity, automotive, food trades, garments and machine shop. it was found out that out of the six (6) major fields of specialization, electronics and automotive were the highest with 24.4% each, followed by those having specialization in food technology with 17.07%, electricity and machine shop with 14.63% each and garments with 4.87%.

Table 2
Distribution of the BSIT Graduates as to Specialization

Specialization	Frequencies	Percentage	Rank
Electronics	11	24.40	1.5
Electricity	24	14.63	4.5
Automotive	9	24.40	1.5
food Trades	17	17.07	3
Garments	20	4.87	2
Machine Shop	20	14.63	4.5
Total	101	100.0	

The personal profile of the BSIT graduate respondents such as age, sex and civil status were discussed in Table 3. Results revealed that, out of 82 BSIT graduate respondents, results showed that majority were male (78.05%) while females were in the minority (21.95%)

Also, majority of them were between 21-27 years of age or those who belong to the young group (73.17%), then followed by those aging 28-33 years of age or in the old group (18.29%), while 7 or 8.54% of them did not indicate their age. As to the civil status, it also showed that majority of these respondents were single (74.39%), then married (25.61%) and none were separated nor a single parent or widow/widower.

Table 3
Personal Profile of the Respondents

Profile	Frequency	Percentage (%)
Age:		
Young(21-27)	60	
Old(28-33)	15	
Did Not Indicate	7	
Subtotal	82	100
Sex:		
Male	64	78.05
Female	18	21.95
Subtotal	82	100
Civil Status:		
Single	61	74.39
Married	21	26.61
Seperated	0	0
Single Parent	0	0
Widow/Widower	0	0
Subtotal	82	100

Table 4 present the graduates who pursued futher studies or training. Rresults revealed that only 25 out of 82 or 30.49% underwent futher studies or training while majority or 57 (69.51%) did not pursue any training or further studies at all

Table 4
Gradautes who Pursued Futher Studies or Training

Particular	Frequency	Percentage(%)
Pursued Futher Studies/Trainings	25	30.49
Did not Pursue Futher Studies/Trainings	57	69.51
Total	82	100.00

Table 4a presents the list of trainings attended by the graduates. Results revealed that 36.0% who attended the In Plant Training conducted Foremost Milling Corporation, Kongkee Restaurant, Dondon Bakeshop, Carlos Bakeshop, Monterey Bloc Resort, Coke Corporation, Dainty Restaurant, Nissan, Robinson and one in Manila.

Table 4 a
List of Trainings Attended

Title of the Training	F	(%)	Institutions Conducting the Training
1. Qty management Training	1	4.0	ISO
2. Master Electrician	3	12.0	TESDA
3. Marine Basic Course and Computer Operation Course	1	4.0	Marine Corps Training Center
4. In plant Training	9	36.0	Foremost/Kongkee Restaurant/ DonDon Bakeshop/Manila/Carlos Bakeshop/Monterey Block Resort/ Robinsons/Coke Corporation/Molo/ Dainty House Restaurant/Nissan
5. IELTS	1	4.0	TESDA
6. Military (PA/AFP/PCG/PPSC)	6	24.0	Manila
7. Construction	1	4.0	Gurree Co.
8. BSME	1	4.0	St. Pete's College, CDO
9. BSIT ELTY	1	4.0	GSC
10. DLC Eng'g Service	1	4.0	Amigo Terrace Hotel
Total	25	100	

There were 6 or 24.0% who attended the military training in Philippine Army and Philippine Coast Guard (PA/AFP/PCG/PPSC) in Manila, there were 3 or 12.0% who attended training for Master Electrician from TESDA, while the rests attended Quality Management Training from ISO, Marine Basic Course and Computer Operation Course from Marine Corps Training Center, IELTS from TESDA, Construction from Gurree Company, BSME from St. Peter's College, and DLC Eng'g Service from Amigo Terrace Hotel with 4.0% each, respectively.

Table 4b presents the reasons for advance studies of the BSIT graduate respondents. Result showed that out of 25 respondents who pursued further training/ schooling, 18 or 72% was for professional development and only 7 or 28% who stated that the reason for their advance studies was for job promotion.

Table 4b
Reasons for Advance Studies

Reasons	Frequency	Percentage
For Promotion	7	8.54
For professional Development	24	29.57
Did not Indicate	51	62.19
Total	82	100

C. Employment Status of the Respondent

Data on the employment status of the BSIT graduaterespondents such as those relating to employment status per year,agency where employed, tenurial status, position in the organization, problems met while looking for a job, list of problemsencountered in present and salaries received per month were presented and described using frequency counts and percentage.

Table 5 presents the employment status of BSIT graduaterespondents per year of graduation. Results revealed that majority(80%) of graduates in 2003 were employed or 4 out of 5 respondents, followed by graduates of 2004 with 15 or 75%, then in2007 having 11 or 68.75%, while graduates of 2005 and 2006 having 8 or 57.14%, respectively, and 10 or 50% in 2008.

On the other hand, unemployment showed that highest wasin 2005 with 3 or 42.86%, followed by graduates of 2008 with 8 or40%, then 2008 with 5 or 35.71%, only few in 2004 and 2007 with 5and 4 or 25%,respectively, and the lowest was in 2004 having only1 or 20%.

However, there weree also who had never been employed as showed in 2008 with 2 or 10%, and 1 years for 2006 and 2007, or 7.14% and 6.25%, respectively.

Table 5
Employment Status Per Year

Employment Status	Frequency	Percentage (%)
2003:		
Employed	4	80.0
Unemployed	1	20.0
Never Employed	0	0
Sub total	5	100
2004:		
Employed	15	75
Unemployed	5	25
Never Employed	0	0
Sub total	20	100
2005:		
Employed	4	57.14
Unemployed	3	42.86
Never Employed	0	0
Sub total	7	100
2006:		
Employed	8	57.14
Unemployed	5	35.71
Never Employed	1	7.14
Sub total	14	100
2007:		
Employed	11	68.75
Unemployed	4	25.00
Never Employed	1	6.25
Sub total	16	100
2008:		
Employed	10	50
Unemployed	8	40
Never Employed	2	10
Sub total	20	100

Table 5a B presents the summary of employment status of the BSIT graduate. It shows that majority or 63.41% of the graduates were employed at the time when the data were gathered and 26 or 31.71% were unemployed and 5 or 4.87% were never employed.

Table 5a
Summary Table of Employment Status

Status of Employment	Frequency	Percentage
Employed	52	63.41
Unemployed	26	31.71
Never Employed	4	4.87
Total	82	100

Table 6 shows the reasons of BSIT graduate for being unemployed. Responses made were done by means of multiple responses.

The BSIT graduates' respondents for being unemployed were "there is no job opportunity" with 9 or 27.27% (rank 1) followed by "due to health related reasons" and had opted "not look for job" with 6 or 18.18% (rank 2.5), respectively. The reason was for "advance or further study" got 5 responses or 15.15% (rank 4); "lack of work experience" with 4 responses or 12.12% (rank 5) and "family concern and decided not to find a job" with 3 responses or 9.09% (rank 6).

Table 6
Reasons for Being Unemployed Multiple Responses

Reasons for Being Unemployed	Frequency	Percentage (%)	Rank
1. Advance further study	5	15.15	4
2. Family Concern and Decided not to find a job	3	9.09	6
3. Health Related Reasons	6	18.18	2.5
4. Lack of Work Experiences	4	12.12	5
5. No job Opportunity	9	27.27	1
6. Did not look for job	6	18.18	2.5
Total	33	100	

Table 7 shows the present tenurial status of the employed BSIT graduate. Results revealed that 17 or 32.69% were regular employees, 12 or 23.08% each were casual and contractual, 7 or 14.46% were self - employed and 4 or 7.69% were on temporary basis.

Table 7
Present Employment Status

Employment Status	Frequency	Percentage (%)	Rank
1. Regular or Permanent	17	32.69	1
2. Temporary	4	7.69	5
3. Casual	12	23.08	2.5
4. Contractual	12	23.08	2.5
5. Self-employed	7	13.46	4
Total	52	100	

When respondents were asked of the reasons for accepting jobs, multiple responses were-gathered as shown in table 8, Out of 99 multiple responses of the BSIT graduate respondents,a little more than half gave their reasons and the highest was because of salaries and benefits (27.27%) followed by related to special skills (11.11%); career challenges (9.09%), proximity to residence (5.05%) and other reasons (1.01%). However just a little less than half (46.46%) did not indicate any reason.

Table 8
Reasons for Accepting Jobs (Multiple Responses)

Reasons	Frequency	Percentage (%)	Rank
1. Salaries and Bene-fits	27	27.27	2
2. Career Challenges	9	9.09	4
3. Related to Special Skills	11	11.11	3
4. Proximity to Resi-dence	5	5.05	5
5. Other Reasons	1	1.1	6
6. Did not indicate	46	46.46	1
Total	99	100	

When respondents were also asked about their reasons for changing jobs multiple responses were gathered as shown in table 8a. Out of 110 multiple responses of the BSIT graduate respondents it showed that a little bit more than half gave their reasons with salaries and benefits (23.64%) and career challenges, (21.82%) being the top two reasons, then related to special skills (4.55)%, and proximity to residence and other reasons, 2.73% respectively. However, 44.55% did not indicate any reason. Again. When these respondents were asked about the reasons for staying on the first job, multiple responses were also gathered as shown in Table 8b below.

Table 8a
Reasons for Changing Jobs (Multiple Responses)

Reasons	Frequency	Percentage (%)	Rank
1. Salaries and Benefits	26	23.64	2
2. Career Challenges	24	21.82	3
3. Related to Special Skills	5	4.55	4
4. Proximity to Residence	3	2.73	5.5
5. Other Reasons	3	2.73	5.5
6. Did not indicate	49	44.55	1
Total	110	100	

As shown in table 8b, majority (77.78%) of the respondents gave reasons for staying on the first job and only few (22.22%) did for staying on the first job not indicate any reason. Major reasons were salaries and benefits (30.56%), career challenges (13.89%), family influence (13.19%) and related to special skills (12.50%). Other reasons included peer influence (2.78%), related to course or program of study (2.08%), and proximity to residence (1.39%).

Table 8b
Reasons for Staying on the First Job (Multiple Responses)

Reasons	Frequency	Percentage (%)	Rank
1. Salaries and Benefits	44	30.56	1
2. Career Challenges	20	13.89	3
3. Related to Special Skills	18	12.50	5
4. Related to Course or Program of study	3	2.08	7
5. Proximity to Residence	2	1.39	8
6. Peer Influence	4	2.78	6
7. Family Influence	19	13.19	4
8. Did not indicate	32	22.22	2
Total	144	100	

Table 9 presents the length of time stayed by the BSIT graduate respondents in each job. It was revealed that the length of time stayed per job by employed respondents were from 1 to 6 months (34.62%) and from 1 year to less than 2 years (32.69%). Others were from 2 years to less than 3 years (9.62%), 3 years to less than 4 years and more than 5 years (7.69%) respectively, and less than a month (1.92%). Only 1 (1.92%) did not respond.

Table 9
Length of Stay Per Job

Length of Time of Staying on the job	Frequency	Percentage (%)	Rank
1. Less than a month	1	1.92	7.5
2. 1 to 6 months	18	34.62	1
3. 7 to 11 months	2	3.85	6
4. 1 year to less than 2 years	17	32.69	2
5. 2 years to less than 3 years	5	9.62	3
6. 3 years to less than 4 years	4	7.69	4.5
7. More than 5 years	4	7.69	4.5
8. Did not respond	1	1.92	7.5
Total	52	100	

presented in table 10 are the reasons on how did the BSIT graduate respondents find their first job. Result showed that above majority (80.49%) of them had answered different reasons and the highest percentage (35.37%) was recommended by someone, then as walk-in applicant (24.39%) and information from friends (13.41%). Among the lowest were other reasons (3.66%) and response to an advertisement and family business (1.22%). respectively. While only few (19.51%) did not indicate any reason.

Table 10
How Did You Find Your First Job

Reasons	Frequency	Percentage (%)
Response to an advertisement	1	1.22
As walk-in applicant	20	24.39
Recommended by someone	29	35.37
Information from friends	11	13.41
Arrangement by school Job Placement Officer	1	1.22
Family Business	1	1.22
Job Fair or Public Employment Service Officer (PESO)		
Others	3	3.66
Did not indicate	16	19.51
Total	82	100

With regard to their positions in their jobs, multiple responses were gathered as shown in table 11.

It showed that out of 62 responses, majority (67.74%) of their first jobs were rank in file or clerical positions, 13 or 20.97% were professional/technical/ supervisor and only 1 (1.61%) in the managerial/executive position. While the other 6 (9.68%) were self-employed.

Table 11
Position in First Jobs (Multiple Responses)

Position	Frequency	Percentage (%)
Rank or Clerical	42	67.74
Professional/Technical/Supervisory	13	20.97
Managerial/Executive	1	1.61
Self-Employed	6	9.68
Total	62	100

Responses of these employed respondents when asked of their position in the current job are presented in the following table. Table 12 showed that almost half (48.98%) were in the rank of clerical position (21.15%), while there were 5 (9.62%) self-employed. However, there were 11 (21.15%) who did not indicate their current position.

Table 12
Position in Current Job

Position	Frequency	Percentage (%)
Rank or Clerical	25	48.08
Professional/Technical/Supervisory	11	21.15
Managerial/Executive	0	0
Self-Employed	5	9.62
Did not indicate	11	21.15
Total	52	100

Table 12a presents the range of salary and wages of these BSIT graduates respondents.

As shown, the highest salary bracket received of respondents was below Php5, 000.00 (36.59%, followed by Php5,000.00 to less than Php10,000.00 (31.71%). Very few (7.32%) were within the Php10,000.00 to Php15,000.00 salary bracket. Only two were within the Php15,000.00 to Php20,000.00, (1.22% respectively). While there were also 18 (21.95%) who did not indicate their salary bracket received in their jobs.

Table 12a
Salaries and Wages

salary Bracket	Frequency	Percentage (%)	Rank
Below 5,000	30	36.59	1
P 5,000.00 to less than P 10,000.00	26	31.71	2
P10,000.00 to less than P15,000.00	6	7.32	4
P15,000.00 to less than P20,000.00	1	1.22	5.5
P20,000.00 to less than P25,000.00	1	1.22	5.5
Did not indicate	18	21.95	3
total	82	100	

Table 13 presents the relevance of the curriculum in the first job of the BSIT graduate respondents as perceived by the graduates. Results showed that only 23 (28.05%) of them answered yes that the curriculum was relevant to their first job, while 21 (25.61%) answered no. Nearly fifty percent (46.34%) did not indicate any response.

Table 13
Relevance of Curriculum in the First Job

Response	Frequency	Percentage (%)
Yes	23	28.05
No	21	25.61
Did not indicate	38	46.34
Total	82	100

Table 14 shows the useful competencies in the first job that were learned in College. results revealed that out of 174 responses on the competencies of the BSIT graduate respondents, technical skills was the highest (22.99%), followed by human relation skills (16.67%, then communication skills (16.09%), and entrepreneurial skills (12.64%). Other competencies were information technology skills (9.20%), critical thinking skills (4.60%) and problem solving skills (3.45%). However, there were few (14.37%) who did not respond.

Table 14 b
Useful Competencies in the First Job that were
Learned in College (Multiple Responses)

Competencies	Frequency	Percentage (%)
Communication Skills	28	16.09
Human Relation Skills	29	16.67
Entrepreneurial Skills	22	12.64
Information Technology Skills	16	9.20
Problem Solving Skills	6	3.45
Critical Thinking Skills	8	4.60
Technical Skills	40	22.99
Did not respond	25	14.37
Total	174	100

Table 15 presents the suggestions of the BSIT graduate respondents on how to improve the school course curriculum.

Result of which showed that when respondents were solicited of their suggestion on how to improve the school course curriculum almost all (92.68%) did not indicate any suggestion, however, the other five respondents suggested the following; a) as a BSIT student we must have knowledge about ISO> Mostly all companies are ISO certified; b) improve some curriculum so that our school will not be behind with other schools; c) the teacher of the major subjects of the BSIT must focus not only on theories but also in actual situation; d) improve the facilities; and e) improve teaching and demonstrating ability, need more study on how to read or understand electrical plan and know how to make electrical lay-out and need to know well about the names of electrical materials.

Table 15
Suggestions to Improve the Course Curriculum

Suggestions	Frequency	Percentage (%)
1. As a BSIT student we must have knowledge about ISO. Mostly all companies are ISO certified	1	1.22
2. Improve some curriculum so that our school will not be behind with other schools.	1	1.22
3. The teacher of the major subjects of the BSIT must focus not only on theories but also in actual situation.	1	1.22
4. Improve the facilities.	1	1.22
5. Improve teaching and demonstrating ability.	1	1.22
6. Need more study on how to read or understand electrical plan; know how to make electrical lay out; and need to know well about the names of electrical materials.	1	1.22
Did not indicate	76	92.68
total	82	100

Summary

This study ascertained the employment status of the Bachelor of Science in Industrial technology (BSIT) graduates of Guimaras State College (GSC) for SY 2003-2008.

This was conducted with the BSIT graduates of GSC from SY 2003 - 2008 majors in Automotive, Electricity, Electronics, Machine Shop, Food Trades and Garments as respondents. Specifically, the study tried to seek answers to the following questions:

1. What is the profile of the BSIT graduates in terms of age, sex and civil status?
2. What is the educational background of the graduates in terms of:
 - a. Year of graduation
 - b. Specialization
 - c. trainings/Advanced Studies
3. What is the employment data of the respondents in terms of:
 - a. Whether employed or unemployed
 - b. Reasons for being employed/unemployed
 - c. Number of jobs acquired prior to present job
 - d. Reasons for accepting/changing jobs
 - e. length of stay per job
 - f. Position/s in the previous/present job
 - g. Salaries and wages
 - h. Relevance of curriculum to their jobs
 - i. Suggestions to improve the curriculum

The study made use of descriptive research design. The researchers' prepared questionnaire was used in data collection. There were eighty — two (82) actual respondents or 81.19% from the total 101 graduates of BSIT of GSC from SY 2003 to 2008. The respondents were grouped by barangays per municipality for easy conduct of the study.

The data were encoded and computer processed with the aid of Statistical Package for Social Sciences (SPSS) and was analyzed using frequency count, percentages and rank as statistical tools.

Findings

The findings were as follows:

1. Majority of the BSIT graduate respondents were males (78.05%) and young between 21 to 27 years of age (73.17%) and, majority of them were still single (74.39%).
2. All or 100% of the graduates of 2008 were traced while the rest were not and the lowest was in 2003 with 45.45% only. In terms of number of graduates traced based on specialization the electricity and electronic graduates both got 24.40% for the total of 82 respondents while the least was those in garments with only 4.87%.

3. In terms of the personal profile, more than majority of the respondents were males (78.05%), more than majority also have an ages ranging from 21-27 years old and more than majority as well were still single.

4. In terms of further studies or training, only 25 or 30.49% out of 82 respondents pursued further studies or trainings with in - plant training as the highest (36%) out of 25, 24% pursued training on military training, 12% pursued further training with TESDA the rest did training on Quality Management Training (ISO), marine Basic Course and Computer Operation Course, IELTS, Construction, Marine Engineering, Electricity and Engineering Services with 4.0% each, More than majority of those who pursued further studies (76.72%) have indicated that they did it for professional development and only 28% said that they did it for job promotion.

5. It was found out that out of 82 graduates traced, 52 or 63.41% were employed, 26 or 31.71% were unemployed and 4 or 4.87% were never employed. Of these graduates of 2003 got the highest employment rate of 80%, followed by 2004 (75.0%), 2007 with 68.75%, 2005 and 2006 with 57.14% each and in 2008 with the least (50%).

6. When asked as to the reasons for being unemployed, "no job opportunity" ranked first with 27.27%, followed by "health related reasons" and "did not look for a job" with 18.18% each. "Family concern and decided not to find a job" got 9.09% or ranked last.

7. As to the present employment tenure, regular or permanent status ranked first with 32.69%, followed by casual and contractual with 23.08% each. Being self - employed and temporary got 13.46% and 7.69% each (rank 4 and 5), respectively.

8. As to reasons for accepting the job, the obvious reason of salaries and benefits (27.27%) ranked first and 46.46% who did not indicate. This was followed by related to special skills with 11.11% or rank 3, career challenges with 9.07% or rank 4 and proximity to residence got 5.05% or rank 5.

9. When the respondents were asked about reasons for changing jobs, 23.64% respondents said reason for salaries and benefits (rank 2) others were for career challenges 21.82% (rank 3). but still 44.55 (rank 1) did not indicate any reason.

10. On the reasons for staying in the job, salaries and benefits still ranked first, followed by those who did not indicate, career challenges (ranked 3rd), family influence ranked 4th, related to special skills ranked 5th, peer influence ranked 6th, related to course or program of study ranked 7th and proximity to residence ranked 8th.

11. Results also revealed that 1-6 months ranked first on the lengths of stay per job of the respondents, followed by 1 year to less than 2 years which ranked 2nd, 2 to 3 years ranked 3rd and less than a month did not respond ranked 8th.

12. On the reasons on how they find their first jobs, "recommended by someone" ranked first, "walk - in applicant" ranked second, "information from friends" ranked 4th and did not respond ranked 3rd

13. With regards to positions on the first job, rank and file or clerical ranked first, technical and supervisory ranked second and self - employed ranked 3rd. With regards to the present jobs, rank and file still ranked first, followed by technical/ supervisory and did not respond both ranked 2.5 and self - employed ranked 4th.

14. As to salaries and wages 36.59% of the respondent have salary below P5,000.00 (rank 1), followed by 5,000 - 10,000.00 with 31.71% (rank 2) and 10,000.00 to less than 15,000.00 were 7.32% (rank 4).

15. When the respondents. were asked if the curriculum they have taken were relevant to their first job, 23 or 28.05% answered yes and 21 or 25.61% said no. There were 38 or 46.34% who did not indicate any answer.

16. When the respondents were asked if what useful competencies learned in college proved to be useful in their first job, technical skills with 40 responses or 22.99% (rank 1), followed by human relation skills with 29 responded or 16.67% (rank 2), and communication skills with 28 responses or 16.09% (rank 3). The competency with least response was problem solving skills with 6 responses or 3.45% (rank 8).

17. When the respondents were asked about their suggestions in how to improve the curriculum of GSC, only 6 responded such as: a) as a BSIT student we must have knowledge about ISO. Mostly all companies are ISO certified; b) improve some curriculum so that our school will not be behind with other schools; c) the teacher of the major subjects of the BSIT must focus not only on theories but also in actual situation; d) improve the facilities; e) improve teaching and demonstrating ability; and f) need more study on how to read or understand electrical plan; know how to make electrical lay out; and need to know well about the names of electrical materials.

Conclusions

Based on the results of the study, the following conclusions were made:

1. That the traceability of the graduates is dependent upon the year of graduation which is the longer they have graduated, the chance of tracing them all is nil.
2. .That more than majority of the BSIT students enrolled in BS Industrial Technology courses were male, young and single.
3. That graduates are not keen on pursuing further studies to improve their craft. But those who pursued did it for professional development and job promotion.

4. That majority of the graduates of BSIT for the last six years were employed.
5. that having no job opportunities for the graduates ranked first as the reason for being unemployed, followed by health related reasons and did not look for job were reasons for being unemployed.
6. That regular or permanent tenure status in their present job got the highest percentage among the employed graduates, followed by casual and contractual and a minimal self - employed and temporary.
7. That salaries and benefits are the first reason of the graduates in accepting the job, changing or staying in the job.
8. That the graduates stayed less in their jobs as indicated by 1 - 6 months length of stay as rank one.
9. That the recommendation from someone, walk-in applicant and information from friends was among the reasons of the graduates for landing a job.
10. That the common positions during the first jobs of the graduates were rank and file.
11. That the salaries and wages of the graduates were still below the subsistence income as declared by NEDA.
12. That majority of the respondents did not respond when ranked whether the curriculum is relevant to their first job.
13. That the graduates felt that the competencies on technical skills, human relation and communication skills were among the useful competencies that helped them find their job.
14. That among the suggestions of the graduates to be improved/added in the BSIT curriculum was, knowledge on ISO, improve the curriculum, teachers must focus more in actual demonstration, improve facilities and more knowledge on reading/understanding electrical plan and making electrical lay-out and know well the names of electrical materials.

Recommendations

Based on the conclusions made, the following recommendations were advanced:

1. The researchers conducting tracer study of the graduates of BS in Industrial Technology must focus more their efforts in tracing the earlier graduates because they might have higher employment rate or percentage than the later graduates.
2. That the management of the school of industrial Technology must encourage more female students to enroll in female dominated technical courses such as food and garments technology. This could be done during career guidance before the end of academic calendar by informing the 4th year graduating high school students the benefits they can derive from technical courses like these.
3. During the stay of the students in the college, the BSIT faculty should inject upon them the importance of pursuing further studies and trainings after completion of their degrees to hone the skills and knowledge they have acquired during their stay in school.
4. That during the conduct of occupational skills orientation to graduating students it should be stressed to them the essence of getting a job or if not to pursue entrepreneurial activities for self-employment if job opportunities are not available.
5. Those graduates employed as contractual or casual should work hard and strive to be elevated to permanent status so that their income and privileges will be improved.
6. Graduates should be selective of getting a job and if possible they should avoid those jobs which hire workers on a contractual basis for a period of less than a year. This will be very strenuous to them as well as they cannot give their best performance in the job because of the very short tenure.
7. That Guimaras State College should create an office for monitoring and job placement for the graduates so that they can have an avenue of finding available jobs aside from their commendations and information coming from friends.
8. That a copy of this report be submitted to proper authorities such as DOLE and related agencies to make them aware of the predicaments of the graduates though we know that these agencies are already aware of these situation with regard to low salaries received by the employed graduates.
9. That the School of Industrial Technology should look into the suggestions made by some graduates so that they can incorporate in their curriculum or lessons the suggestions made. Likewise, they should give focus on the skills and competencies learned in school which the graduates found useful in their search for jobs and in the actual performance of jobs assigned to them.

References Books

- Alba, Manuel (1976). "Higher Education: The Challenge of National Development" as cited by Paul P. Zwaenopoel, Tertiary Education in the Philippines, 1611-1972; A Systems Analysis, (Alemar-Phoenix Publishing House, Inc.),
- Aquino, Gaudencio V., (2000), Educational M 3 Edition, Rex Book Store, Inc., Rex Printing Company
- Azuega, Patrick Alain, (2000) Human Resource Management JMC Press, Inc., Quezon City
- Fajardo, Feliciano R., (1994) Entrepreneurship. National Bookstore, Capitol Publishing House, Pasig City
- Gregorio, Herman and Cornelia. 1979. Philosophy of Education in Philippine Setting. Manila: Garotech Publishing
- Lardizabal, Amparo S. 1998. Foundation of education, revised Edition. Rex Book Store, Rex Printing Company Inc.
- Martin Canoy, Education and Employment: A Critical Appraisal. Paris: UNESCO International Institute for Educational Planning. 1977
- Muhin Estrelita T. et,al. (1986. Dynamics of Development, the philippine Experience. National Book store, Kalaya Press Marketing, Inc.
- Paguso, Cristobal M. et, al. (1986) Introductory Economics. Rex Book Store. Rex Printing Company, Inc. Quezon City.
- Sanchez, Custodiosa A., 1977. Business Psychology Third Edition, National Book Store, Inc, Kadena Press Inc. Quezon City
- Sison, Perfecto. 1991. Personnel and Human resource anagement. 6th Edition
- Scott, Peter (Editor) 2000. The Globalization of Higher Education. Higher Education Re-formed. Flamer Press.
- Webster Comprehensive Dictionary International Division, J.P. Ferguson Publishing Company, Chicago, U.S.A

Periodicals

Circular No. 16 s. 1969. Circulars. Memorandum and Bullentin, Bureau of Vocational Education. Manila.

EDPITAF, DEC, UP, The Management of Innovations in Education (A Handbook, 1975)

Education Program, Secondary Education Division, SY 1986 - 87, Ministry of Education, Culture and Sports, Region IV, Quezon City

Gandeza, Zenaida, Ph.D. 2002. "The Higher Education Institution: Its Role in Education:.. University of Iloilo Journal. Vol. 32

Presidential Commission to Survey Philippine Education" Education and Manpower Development", Makati, Rizal.1970 (Mimeographed).

The Philippine Vocational Journal, IX. 1979.

Unpublished Materials

Hilario, Celedonia. 1999. Employability of BS in Agriculture Graduates of the Aklan State University, Unpublished Dissertation, Banga, Aklan.

Knipel. Carla Gay & Landero, Excelyn. 2001, "Job Placement of CPBC Scholars of the Scholars of the College of Theology, Central Philippine University", Research Work Presented to The University Research Center, Central Philippine University, and iloilo City.

Rogelio O. Juliano, "Fisheries Education in Retrospect" Medium. Volume III. No. 3 (July - September, 1986).

Rodulfo G. Temporoza, "The Role of the WVCF in Fishery Manpower Development".

Valenzuela, Avelino. 1984. "A Follow-up Study of the Graduates of Panay Polytechnic College: Its Curricular Implication". Unpublished Master's Thesis, West Visayas State College, Iloilo City.

"Fisheries Training Project - A Boost to the Fishing Industry", Medium, Volume VIII No. 3 (July - September 1986)

Feasibility Study for the Offering of BS Accountancy for AY 2008 — 2009

Donna T. Escaran
Lilian Diana B. Parrefio

Background of the Study

Accounting is a broad field of knowledge and has a great demand in the market. Aside from this, a private practitioner in this field has the chance of earning a big amount of money because of the high demand for the services of an accountant. The services which they can render involve general or financial accounting, auditing management advisory services or management accounting, tax accounting, accounting system, government accounting, accounting education or instruction, cost accounting and internal accounting. A full-fledged accountant can both be employed and at the same time be gainfully self-employed. Those who wanted to be an accountant have to enroll in the Bachelor of Science in Accountancy. Since, Guimaras State College has opened the School for the Business Administration in 2005, the number of enrolment kept on increasing. It was also observed that those students who wanted to enroll in the school of Business Administration got high scholastic average suited for the BS in Accountancy. Presently, the GSC school of BSBA has the pool of accountants who are already teaching the accounting subjects of BSBA major in Entrepreneurship and Management Accounting, thus, the augmentation in the teaching force for the BS Accountancy is very minimal.

I. Marketing Aspect

The Guimaras State College started as a secondary school in 1964 and in 1930 it offered post-secondary trade and technical courses and later in 1994 it became Guimaras Polytechnic College through RA 7944. Guimaras State College has 100 faculty members 59 are permanent, 30 are contractual and 11 part timers. Faculty members teach general and professional subjects on the following courses offered by the college namely: Bachelor in Elementary Education Bachelor in Secondary Education with majors in English and Math, Bachelor in Industrial Technology with specializations in Automotive, Auto-Diesel Technology, Electricity, Garments and Foods, Bachelor of Science in Information Technology and Bachelor in Commerce majors in Management Accounting and Entrepreneurship in the School of Business administration.

Presently, the college caters to 839 enrolled college students in the main campus and 444 college students in the Mosqueda Campus and 555 for the Basic Education Department broken into 455 for secondary and 50 for the elementary.

Competitive Recruitment

The incoming freshmen BS Accountancy students will pass the competitive oral and written admission test, physical admission test and requirements relative thereto and must submit proof of highschool graduation or credentials from secondary school wherein the student finished secondary education.

Definition of the Target Market

The target market of the new program offering will be all the graduating high school students from the public schools in the whole island province of Guimaras. Although Guimaras belonged to one of the depressed provinces in the country but we cannot deny the fact that these students have big dreams for their future. With the correct encouragement, information drive and available facilities such as a school like GSC offering BS Accountancy, they will be encouraged to enroll in this course.

Projected Market Share

For assumption purposes, it is estimated that only 53 out of 1,757 of the secondary high school graduating students, by March 2007, with a conservative estimate that 3% of them will enroll in the BS Accountancy offering by AY 2008-2009.

Marketing/Recruitment Scheme

The BS Accountancy offering will be marketed through an extensive campaign during the Annual Career Guidance program of the GSC Student Services to all graduating students of all the secondary schools in Guimaras. Posted advertisement will be placed at the different port of entry/exit in the island of Guimaras such as in Parola and Ortiz Wharfs, and in local government offices. A thorough program offering campaign to the community will be included in all available avenues of the GSC varied activities and undertakings.

II. Organizational Aspect

The BS Accountancy will be one of the offerings of the School of Business Administration headed by a Chair with the following qualifications:

- Holder of a CPA certificate issued by the Professional Regulation Commission;
- Teaching experience of at least five (5) year in the tertiary level, and preferably two (2) years of administrative; and
- Holder of at least a master's degree in business, accountancy, business education, or educational management.

The faculty should possess the educational qualifications, professional experience, classroom teaching ability, computer literacy, scholarly productivity, and other attributes for the successful conduct of a professional accounting program.

The number of faculty with appropriate qualifications should be adequate to meet the requirements of the professional accounting program.

The BS Accountancy faculty will be directly under the Chair for Accountancy Program closely monitored by the Dean of the School of Business Administration who is responsible to the Vice President for Academic Affairs. Staff support for BS Accountancy faculty will be provided by the existing staff of the school of Business Administration.

Faculty and staff compensation follows approved compensation program of the college computed as to academic rank and units load for permanent faculty members and part timers, respectively. Contractual hiring of teachers for subjects requiring expertise is computed as to the prevailing compensation of contractual teacher.

There should be a formal development program to encourage and help faculty members keep up with new knowledge and techniques in their field, improve their teaching skills and course materials, and continue their professional growth. The primary consideration in assigning teaching loads should be the faculty member's capability to adequately fulfill his/her academic, administrative, and professional responsibilities.

III. Financial Aspect

Enrollment Assumptions

The initial enrollment of the BS Accountancy offering will be 108 students representing 3% of the 16 secondary graduating students by March 2008 and a conservative increase of 5% of enrollment for the next five years is projected (table 2).

Five Years Projected Cash Flow

The BS Accountancy offering will be based on a Php 125.00 per unit computation for tuition fee to be utilized for the salaries of faculty teaching under the BS Accountancy program while miscellaneous or fiduciary fees collections coming from this are automatically remitted and utilized for the purposes they are identified prior to collection.

Table 3
Income from Tuition Fees for the next Five Years

Academic Year	Total Enrollment	Tuition & Miscellaneous Fee Approx. P5,000.student/sem w/ 10% increase per year)	Income
2008-2009	53	5,000.00	265,000.00
2009-2010	109	5,500.00	599,500.00
2010-2011	165	6,050.00	998,250.00
2011-2012	221	6,655.00	1,470,755.03
2012-2013	277	7,320.50	2,027,775.50

Profitability Analysis

Profit will be treated as to liquidity of the school's operationalization based on the number of students enrolled multiplied with a regular student load of 22 units per student at Php 125.00/ unit. Income derived from tuition will be utilized for salaries of faculty. Only salaries of instructors teaching accounting and management subjects will be taken from tuition fees collected from BS Accountancy students. general education subjects will be handled by the existing faculty manpower of the college. other miscellaneous fees collected will be utilized as to the purposes identified for its collection.

IV. Technical Aspect

The BS Accountancy houses an office for the school dean, assistant dean and staff and faculty room for its faculty. Classrooms are equipped with adequate chairs, instructor's podium/table, white/black boards, well lighted and ventilated. the mission of professional accounting education is to prepare students for careers in accounting and to make them ready to deal effectively with the problems they will face as professional accountants and responsible citizens. Professional accountants and responsible citizen. Professional accounting education should provide a means for students to acquire the knowledge, proficiency, and intellectual abilities to provide services of the minimum scope and quality which the public needs and has a right to expect from an entry level professional accountant; and the capacity to grow and develop into a fully qualified professional accountant able to function in a global economy.

The curriculum reflects the mission and objectives of professional accounting education. It provides students with the competency to embark upon careers in professional accounting and related fields and the capacity for further growth and development within the accounting profession.

The curriculum consists of at least 174 academic units divided into three (3) parts: general education; business education; and education in accountancy.

The New General Education Curriculum as mandated by CHED shall form part of the requirements for accounting education. General education should contribute to the development of cultured persons, stimulated by broad interest in wide areas of human knowledge and activity and inculcated with a high sense of social awareness and civic responsibility.

The increasing involvement of public accountants in management advisory services and the significant management responsibilities held by internal accountants underscore the importance of business education to the professional accountant. Students should be able to relate accounting to the problems that confront management of business and public enterprises.

Accountancy education should furnish students with sufficient depth and breadth in the accounting discipline to enable them to recognize the problems they will face as professional accountants and to provide them with the appropriate attitude, and skills useful in solving these problems.

The standards are intended to be flexible rather than restrictive. They provide a general framework within which each institution should design and develop a curriculum in the context of institutional strength, priorities, and commitment.

The institution may enrich the sample/model program- of study depending on the needs of the times, provided that all prescribed courses/competencies required in the curriculum outline are offered and pre-requisites and co-requisites are observed.

Faculty members teaching General Education courses shall have at least master's degree in their field of specialization. Faculty members teaching Business Education courses shall have at least master's degree in Business, Finance, Management or Educational Management. Faculty members teaching Accountancy Education courses shall have at least a three (3) years teaching experience, preferably a licensed and practicing CPA for five (5) years;

The BS Accountancy program under the School of Business Administration should undertake research and operate with a competent and qualified research staff which may be shared with other units in the College. The competence of the research staff may be judged by the scholarly output of their work.

The School of Business Administration offering BS Accountancy programs should form themselves into a network or to go into a consortium arrangement to be able to share available resources.

The graduates of Bachelor of Science in Accountancy must possess the following competencies:

- The necessary conceptual, philosophical, and theoretical foundations of the profession;
- Knowledge of the basic principles, practices, and methodologies of the profession; and
- The professional and educational skills, attitude competencies, values, and behavioral attributes of the professional accountant.

Graduates of BS Accountancy should be capable of passing the CPA licensure examinations. This standard requirement should not be interpreted as favoring academic programs narrowly designed to coach candidates for such examination.

Graduates of BS Accountancy should be capable of working effectively as entry-level professional accountants and should have the capacity for growth to positions of increased responsibility. The college shall at all times maintain high standards of instruction. A system of supervision shall be instituted and implemented for the purpose of evaluating teachers's competence. Class size should preferably not exceed forty (40) students. if an exception cannot be avoided for lecture classes in professional accounting or board - related subjects, the number may be increased to no more than fifty (50) students depending on the size of room and its acoustics.

The standards of admission to, and retention in the accounting program, should be sufficiently rigorous and demanding to meet the needs of the profession and merit the respect of the public.

No BS Accountancy degree can be conferred upon a student unless he/she has taken the last curriculum year of the program in the institution which is to confer the degree.

No student should be permitted to take any subject until he has satisfactorily passed the prerequisite subjects. A student shall be allowed to carry only the regular semestral load of the school as allowed by CHED.

Qualified library personnel preferably a registered librarian with master's degree and one full time professional librarian a ratio of one (1) full - time librarian for every 1,000 students with a ratio of 1 librarian to 2 staffclerks including an updated library hoidings with the existing curricular offerings with basic collection authored by local and foreign authors and a built-in internet access within the library

V. Socio - Economic Aspect

BS Accountancy graduates could be employed as entry level professional accountants after passing the CPA licensure examination in either government or private organizations.

Additional course offering means growth for the college in terms of enrolment, update facilities and upgrading of its existing faculty and staff. Noteworthy is that Guimaras State College will be creating jobs for qualified professionals and career/job opportunities for the youths of Guimaras.

The Guimarasnons are assured of finishing a four year degree course at the least expense. Students enrolled in colleges and universities in Iloilo coming from Guimaras has to pay for higher board and lodging, transportation expenses and brave crossing Iloilo and Guimaras than their counterpart who are enrolled in Guimaras State College.

Guimaras is an emerging province with a steady and fast growth of small and medium industries; and the increasing need of servicing accountants for private enterprises within the province is filled by accountants coming from neighboring provinces.

VI. Findings and Recommendations

Findings

The study revealed:

- That there is a total of 53 initial enrollees to open the course by June 2008;
- Students coming from the municipalities of Nueva Valencia, Jordan and Sibunag had claimed that GSC Main Campus is inaccessible thus they prefer to enroll in Iloilo;
- The GSC has enough existing library holdings for general education subjects and some professional subjects of BS Accountancy;
- The GSC community is highly supportive to the offering of BS Accountancy;
- The present faculty roster of the School Business Administration has three (3) practicing accountants and regular members of the PICPA;
- Majority of the GSC faculty are holders of master's degree in Educational Management, Administration, and Business who are qualified to teach some of the Business Education courses specifically the management subjects;
- The emerging and steady growth of small and medium scale industries needing the services of accountants is increasing and foreseen to double in the next five years;

Recommendations

Based on the findings of the study, the following were the recommendations:

- There is enough enrollees to open the course by June 2008;
- Intensify enrollment campaign to attract and get the most qualified students;
- Students coming from the municipalities of Nueva Valencia, Jordan, Sibunag and far places can board and lodge within the immediate vicinity of Guimaras State College since there are enough existing boarding houses;
- A prearranged regular transportation to ferry students from Mosqueda Campus and main Campus will be instituted to assist students coming from the municipalities of Nueva Valencia, Jordan, Sibunag and portions of San Lorenzo;
- Put up a college dormitory for students having night classes and in anticipation of the enrollment growth of students coming from far places;
- Hire part time professors to augment the existing faculty in the School of Business Administration to teach accountancy subjects;
- Provision of budgetary allocation for building, equipment and facilities.
- Administration of the program should meet the minimum standard requirements as set for in CHED Memorandum Order No. 26, series of 2001.

Feasibility Study on the GSC Offering of BS Criminology for AY 2007-2008

Donna T. Escaran
Dr. Domingo G. Umani Jr.

Background of the Study

Guimaras State College as the only higher education institution in the island province of Guimaras steadfastly caters to the needs of the Guimarasnon youths of affordable quality education. The presence of a state college in the province had contributed much to the improvement of the lives of the Guimarasnons.

In accordance with the pertinent provisions of Republic Act No. 7722 otherwise known as the "Higher Education Act of 1994", there shall be a rationalized Criminal Justice Education in the country that shall include degree programs in Criminology, Law Enforcement Administration, Correctional Administration, Industrial Security Administration and Forensic Science, among others, in order to meet the demands of globalization and its impact on the rapidly changing and interdisciplinary fields of criminal justice. Thus, as a response to this mandate the Guimaras State College is planning to offer the Bachelor of Science in Criminology for Academic Year 2006 – 2007. However, offering a new course entails proper study so that the school will be assured that there will be resources and enrollees available to ensure the viability of the offering of this course, hence this feasibility study.

I. Marketing Aspect

The Guimaras State College started as a secondary school in 1964 and in 1980 it offered post-secondary trade and technical courses and later in 1994 it became Guimaras Polytechnic College through RA 7944. Guimaras State College at present has 63 faculty members who may either be permanent or contractual. Faculty members teach general and professional subjects on the following courses offered by the college namely: Bachelor in Elementary Education, Bachelor in Secondary Education, Bachelor in Industrial Technology, Bachelor of Science in Business Administration and Bachelor of Science in Information Technology.

Presently, the college has 1, 686 enrolled college students and maintains a laboratory high school and is offering grade one for its basic education department.

The incoming freshmen BS Criminology students will pass the competitive oral and written admission tests, physical admission tests and requirements relative thereto and must submit proof of high school graduation or credential from secondary school wherein the student had finished secondary education.

The target market is the incoming college freshmen from the island of Guimaras and neighboring provinces.

For assumption purposes, it is estimated that only 53 out of 265 of the secondary high school graduates surveyed representing 20% of those who signified an intention to enroll in BS Criminology will enroll at Guimaras State College and the remaining 212 or 80% will be enrolling in the various schools, colleges and universities in Iloilo offering BS Criminology.

Guimaras State College will market the BS Criminology course through its yearly career guidance program. Posted advertisement will be placed at the different port or entry/exit in the island of Guimaras to enhance local awareness.

II. Organizational Aspect

The organizational structure of the School of Criminology will be patterned similar to all schools existent in the college. The School of Criminology shall be directly under the office of the vice president for Academic Affairs and shall be efficiently administered by a school dean.

The School of Criminology faculty and staff will be directly under the Office of the Vice President for Academic Affairs. The staffing pattern observed by the different schools in existence will hold true to the school of criminology.

Faculty and staff compensation follows the compensation program of the college computed as to academic rank and units load for permanent faculty members and part timers, respectively.

III. Financial Aspect

The initial enrollment of the School of Criminology will be 53 students representing 20% of the 265 public secondary graduating students who signified their intention to enroll in the BS Criminology course out of 2, 415 respondents likewise for assumption purposes a 5% enrollment increase for the succeeding freshmen students is assumed for the next five years.

Table 2
Projected Enrollment of the Next Five Years

Academic Year	Previous Year's Enrollment	Increase Enrollment 5% (Percent)	New Additional Enrollment	Total Enrollment
2007 - 2008				53
2008 - 2009	53	3	56	109
2009 - 2010	109	3	56	165
2010 - 2011	165	3	56	221
2011 - 2012	221	3	56	277

The school projected income will be based on the P100 peso per unit computation for tuition fee while miscellaneous fees are omitted for collections coming from this automatically remitted and are utilized for the purpose it is identified prior to collection.

Table 3
Income from Tuition Fees for the Next Five Years

Academic Year	Total Enrollment	Tuition Rate	Income
2007 - 2008	53	100/unit x 21 units per student	111,300.00
2008 - 2009	109	100/unit x 21 units per student	228,900.00
2009 - 2010	165	100/unit x 21 units per student	346,500.00
2010 - 2011	221	100/unit x 21 units per student	464,100.00
2011 - 2012	277	100/unit x 21 units per student	581,700.00

Profit will be treated as to liquidity of the school's operationalization based on the number of students enrolled multiplied with a regular student load of 21 units per semester per student at P100.00/unit.

IV. Technical Aspect

The School of Criminology houses an office for the school dean, assistant dean and staff, a faculty room for its faculty. Classrooms are equipped with adequate chairs, instructor's podium/table, white/black boards, well-lighted and ventilated.

Laboratory and support facilities will follow the standard specifications set by the authorities and will be instituted within the premises of Guimaras State College.

The BS Criminology has a total of 165 units. The program is comprised of the General Education components, professional courses and practicum.

Faculty members teaching General Education course shall have at least master's degree in their field of specialization. There shall be a separate office with amenities for the dean/chairman/faculty and staff. The school shall encourage deans, faculty members and students to conduct independent or joint scholarly research on crime and crime prevention and other related issues to help solve problems affecting the community. The college shall at all times maintain high standards of instruction.

V. Socio - Economic Aspect

A Graduate of BS Criminology is prepared for careers in crime prevention, law enforcement, scientific crime detection, and correctional administration. Likewise, the presence of the PNP Regional Training Camp, recreational, sports and paramilitary facilities in the island province of Guimaras doubly assure jobs for BS Criminology graduates.

Additional course offering means growth for the college in terms of enrolment, updated facilities and upgrading of its existing faculty and staff. Noteworthy is that Guimaras State College will be creating jobs for qualified professionals and career/job opportunities for the Guimarasnon youths.

The Guimarasnons are assured of finishing a four year degree course at the least expense. Students enrolled in colleges and universities in Iloilo coming from Guimaras has to pay for higher board and lodging, transportation expenses and brave crossing Iloilo and Guimaras than their counterpart who are enrolled in Guimaras State College

Guimaras as host to the Regional Philippine National Police Training will be institutionalized noting that during off training seasons the students will be utilizing the facilities of the government. Thus, the government will be maximizing its resources to the fullest and serving numerous laudable undertakings at least expense.

VI. Findings and Recommendations

Findings

- Based on the survey conducted last November 21 - 23, 2006 to all the public secondary schools in the province of Guimaras 265 secondary graduating students signified their intention to enroll in BS Criminology by June 2007.
- Graduating secondary students from the municipalities of Nueva Valencia, Jordan and Sibunag had claimed that GSC Main campus is inaccessible thus they prefer to enroll in Iloilo.
- The GSC library has enough existing library holdings for general education subjects and some professional subjects of BS Criminology.
- The GSC community is highly supportive to the offering of BS Criminology.

Recommendations

Based on findings of the study, the following were the recommendations:

- There is enough enrollees to open the course by June 2007.
- Intensify enrollment campaign to attract and get the most qualified students;
- Students coming from the municipalities of Nueva Valencia, Jordan, Sibunag and far places can board and lodge within the immediately vicinity of Guimaras State College since there are enough existing boarding houses;
- A prearranged regular transportation to ferry students from Mosqueda Campus and Main Campus will be instituted to assist students coming from Nueva Valencia, Jordan, Sibunag and far places.
- To put up a college dormitory in anticipation of the enrollment growth of students coming from far flung places.
- A Memorandum of Agreement with private owners of specialized laboratories and with PNP Regional Training Camp, Camp Mosqueda in Alaguisoc, Jordan for laboratory.
- Hire part time professors to handle/teach professional subjects in Criminology.
- Provision of budgetary allocation for building, laboratory and facilities.

Job Description

Board of Trustees

1. The highest policy-making body of the College;
2. Approval of the policies passed by the IGP Management Board.

IGP Board of Management

1. Serve as the policy-making body of the college business ventures;
2. Formulate regulations, policies and guidelines to govern the entrepreneurial ventures proposed by the college constituents;
3. Deliberate and approve IGP proposals endorsed by the IGP Director;
4. Act on matters/problems relative to IGP implementation to include provision of budget as endorsed for action by the IGP Director.
5. Determines investment priorities in income generating projects and to develop/promote such projects according to acceptable investments;
6. Makes the project available as part of the facilities of instruction, research, extension and training consistent with the policies and programs of the College;
7. Sets performance objectives and standards in the management and implementation of IGPs.

Technical Feasibility

The program is a ten (10) hour skills training per applicant to be conducted at the GSC main Campus every Saturday and during summer or by appointments after school. This could be availed by out of School Youths, unemployed adults, professionals as long as they are 18 years old and above and has an aptitude and willingness to acquire driving skill.

Training Course

The first requirement is the theoretical aspect. A trainee should attend 3 meetings to meet the course requirements; therefore attendance is vital during the session. During the classroom phase the trainees will be instructed in numerous areas of driving including alcohol safety, drug abuse awareness, aggressive driving, distracted driving and motorcycle awareness. The second phase or the behind-the-wheel part of driver education consists of a minimum (7) seven periods of driving and observing. The trainees are taught in especially equipped manual or automatic transmission vehicles; areas covered in this part include basic maneuvers, parking and off road recovery.

Financial Feasibility

The training cost of Php 2,000.00 per trainee will be collected upon enrolment for the ten (10) hour session of which 50 percent of the tuition per trainee of Php 1,000.00 will be paid as honoraria of the trainer. An administrative cost of 40 percent will be taken from the tuition of each trainee to cover administrative cost computed at Php 800.00 per trainee and 10 percent vehicle maintenance will be taken from the trainee's tuition.

Likewise, the Php 800.00 administrative cost collected from the lump Php 2,000.00 tuition of each trainee will be utilized as payment for administrative cost that covers the percentage share of the project manager, overhead expenses and incentives to identified faculty involved in this production undertaking.

Net Present Value

The proposed undertaking for one year would be able to generate an income of PHP 48,000.00, a Php 12,000.00 worth of incentive at PHP 1,000.00 per year and an assured income of the School of Industrial Technology in the amount of Php 4,800.

Internal Rate of Return

Though the value of the project could be gauged by the income share of the School of Industrial Technology assume at a flat line its profitability could either be attributed to additional procurement of training vehicle so as to increase the number of enrollees that could be accommodated after laboratory extension and in answer to the demands of the immediate clientele in the Municipality of Buenavista only until such time that additional support equipment be granted to accommodate the whole demand of the province.

Socio Economic Analysis

The proposed undertaking for one year would be able to generate an income of Php 48,000.00, a Php 12,000.00 worth of incentive at Php 1,000.00 per year to the driving instructor and staff and an assured income of the School of Industrial Technology in the amount of Php 4,800.00.00. Likewise it would be able to produce 24 skilled drivers after one year of operation.

FEASIBILITY STUDY FOR THE COMMERCIAL OPERATION OF THE GSC GARMENT SHOP

Donna T. Escaran
Wevina V. Villasis

The Guimaras State College (GSC) have human and non-human resources that can be utilized to generate additional revenues for the school if the correct procedures are known and a favorable entrepreneurial atmosphere would prevail. The productive resources however require the initiative, creativity, commitment and diligence of SUC administrators and personnel. It is safe to assume that there are many SUC faculty and staff with entrepreneurial abilities but their business skills and talents are not put to productive use through IGPs because of lack of adequate time and clear guidelines on the operation of these projects.

GSC is the only higher institution for higher education in Guimaras Island which offers varied courses of training from general to technology-based education. One of these is the Garments Technology which covers several areas of skills development program. One of the most inviting and in demand project to venture in because of its profitability is the garments shop.

Garments shops are dwindling but the demand for clothing and apparels continues to grow as the population grows. Although there is resurgence and blossoming of the ready to wear apparels; school and office uniforms are tailor-made. The entire GSC personnel and students are mandated to wear uniforms. They are an immediate market of the GSC garment Shop products.

At present the Women's Technology Department Garments Section is accepting job orders for uniforms, sleepwear and sewn apparel; and, the demand for garments-related labor is huge. This study is being undertaken.

Marketing Aspect

The proposed commercialization of the GSC Garments Shop is an answer to the economic crisis, in consonance with mandate of the national government that the Filipinos should not be employees only; rather, they should be employers of themselves and of others through ventures in small and medium enterprises.

The corporatization of the state universities and colleges likewise supports this undertaking so that GSC will actively address its production function and be able to derive income from its projects to augment its annual budget allocation from the national government.

Thus this study is undertaken to determine the feasibility of the GSC Garment Shop on a commercial scale to ensure that no resource is wasted in any undertaking for any school could not afford to commit costly errors especially to the clientele it serves.

Industrial Profile

GSC had its humble beginnings in 1964 as a secondary vocational institution (Buenavista Vocational School) by virtue of Republic Act 3933 authored by the late Cong. Rodolfo Ganson of the 2nd District of Iloilo in 1962 requesting the statesmen in Congress to establish a vocational school for the youngsters in Buenavista.

In 1980, the school was granted a permit to offer Post-Secondary Course. The Two-Year Trade Technical and Technology Courses paved the way to higher education, which are considered terminal and some ladderized course. Among these courses offered are Foods, Garments, Automotive, Building Construction, Furniture and Cabinet Making and Agriculture. More courses were opened later due to the demand of the people. To mention: Electricity, Electronics and Cosmetology were added to the old curriculum.

Today, Guimaras State College is offering degree courses in Information Technology, Industrial Technology, Hotel and Restaurant Management, Education, Business Administration and Criminology including a basic education laboratory for elementary and secondary education and post-graduate courses for public administration and education.

Competitive Practices

Personalized service, high quality and efficient service are the things behind the GSC Garments Shop. The services of the GSC garments shop will be publicized for the public through all forms of media. Word of mouth and referral from satisfied customer is another effective way of marketing the services and products of the GSC Garments Shop.

Definition of Target Markets

The GSC community - composed of the faculty, staff, students and their families are the target market in terms of their uniform, graduation attire, academic gowns, sports wear and curricular activities attire of students during the many curricular activities in the school.

Technical Feasibility

The GSC Garments Center offers high quality personalized service. Cost for labor is very affordable and cheaper compare to other garments shop in the neighboring communities.

The attractive finished garment is carefully handled and the basic elements of design, color, line, shape and texture are well assessed. Art principles on design should be utilized to produce a more pleasing effect in clothing style.

Financial Feasibility

The safety of the business management of the GSC garment shop provides a basis for the rational pursuit profit which is identified with the ultimate goal of business activities, and serves an important means of measuring the safety of invested capital and solvency of liquidity.

The proposed undertaking for one year would be able to generate an assured income for School of Industrial Technology on a per transaction basis.

Though the value the project could be gauged by the income share of the School of Industrial technology assumed at a flat line its profitability could either be attributed to additional capitalization to cater to the bulk demands and garment needs of the immediate, captured market the GSC faculty, staff, students and their families.

Socio Economic Analysis

The proposed undertaking will be able to provide employment to the unemployed and underemployed men, women and youths skilled in garments making. Likewise, it will provide avenue for students to earn extra income to augment their financial school needs by assisting on peak months where the volume of job orders are needing emergency laborers.

Feasibility Study for the Offering of A Short Term Driving Course in Guimaras State College

Donna T. Escaran
Arnold I. Suyo

Guimaras State College is the only higher education in Guimaras Island which offers varied courses of training from general to technology based education. One of this is the Auto-Diesel Technology which covers several areas of skills development program. The most inviting and profitable is the driving course is one of the in demand skilled profession. Most people, men or women indulges in driving and want to own a car and to drive a car. In today's life people are busy moving from one place to another. They love to travel. Car is the means of transportation of every one of all walks of life. Cars are not anymore considered as a luxury but a commodity and necessity.

An important milestone in the life of an individual who wants to drive is to secure a driver's license. It must be remembered that driving is a privilege not a right that requires one to operate a vehicle in a safe, responsible and lawful manner. He should follow provisions of law provided by the Land Transportation Office (LTO).

The Basic Driving Course is an answer to the problem existing in our highways. The program is a ten (10) hours skills training per applicant to be conducted at the GSC Main Campus every Saturday and during summer or by appointments after school during the school year. This are participated by the Out of School Youth, unemployed adults or any other individuals 18 years old and above who have an aptitude for this kind of trade.

The first requirement is the theoretical aspect. A trainee should attend 3 meetings to meet the course requirement.

The second phase of the behind-the-wheel part of driver education consists of a minimum (7) seven periods of driving and observing. The trainees are taught in especially equipped manual or automatic transmission vehicles, areas covered in this part include maneuvers, parking and off road recovery. Upon completion of the course, a trainee will be given a certificate of completion - "Certificate of Driving Proficiency".

The project aims to produce prudent drivers in the province of Guimaras by meeting the following expectations:

- Learn to practice protective driving;
- Identify traffic road signs and obey traffic rules and regulations;
- Develop high degree of skills, knowledge, safe driving attitude including alcohol safety and drug abuse awareness.

This proposed short term course offering for driving will be offered in Guimaras State College-Main Campus, Mclain, Buenavista under the School of Industrial Technology as a production undertaking of the SIT-Automotive and Auto Diesel Department.

The proposed offering will be offered on weekends on a tutorial basis for ten (10) session or ten (10) hours lecture-demonstration-practicum method of learning. This will be offered for anybody who wants to learn and acquire driving skill.

Definition of Target Markets

The target clientele or enrollees are those individuals who want to acquire driving skill, those who are already drivers but does not hold a professional drivers license, individuals whose license are revoked and are required to secure Driving Proficiency Certificates so that they could not only operate four-wheel vehicles but those bigger and more powerful in securing jobs in companies needing drivers, professionals and OFWs who would want to add to their list of skills prior to going abroad and other vehicles enthusiasts who knows already how to drive but does not thoroughly know the intricacies of the traffic rules and regulations and those who fail to secure driver's license though they already know how to operate a vehicle.

Organizational Structure

The GSC IGP manual 2005 states that to directly address the activities of the IGPs there shall be an IGP board of Management (IBM), which shall serve as the policy-making body of the business ventures of the college. Thus, for this undertaking the approved organizational structure of the IGP of the college is adopted.

Job Description

Board of Trustees

1. The highest policy-making body of the College;
2. Approval of the policies passed by the IGP Management Board.

IGP Board of Management

1. Serve as the policy-making body of the college business ventures;
2. Formulate regulations, policies and guidelines to govern the entrepreneurial ventures proposed by the college constituents;
3. Deliberate and approve IGP proposals endorsed by the IGP Director;
4. Act on matters/problems relative to IGP implementation to include provision of budget as endorsed for action by the IGP Director.

5. Determines investment priorities in income generating projects and to develop/promote such projects according to acceptable investments;
6. Makes the project available as part of the facilities of instruction, research, extension and training consistent with the policies and programs of the College;
7. Sets performance objectives and standards in the management and implementation of IGP.

Technical Feasibility

The program is a ten (10) hour skills training per applicant to be conducted at the GSC main Campus every Saturday and during summer or by appointments after school. This could be availed by out of School Youths, unemployed adults, professionals as long as they are 18 years old and above and has an aptitude and willingness to acquire driving skill.

Training Course

The first requirement is the theoretical aspect. A trainee should attend 3 meetings to meet the course requirements; therefore attendance is vital during the session. During the classroom phase the trainees will be instructed in numerous areas of driving including alcohol safety, drug abuse awareness, aggressive driving, distracted driving and motorcycle awareness.

The second phase or the behind-the-wheel part of driver education consists of a minimum (7) seven periods of driving and observing. The trainees are taught in especially equipped manual or automatic transmission vehicles; areas covered in this part include basic maneuvers, parking and off road recovery.

Financial Feasibility

The training cost of Php 2,000.00 per trainee will be collected upon enrolment for the ten (10) hour session of which 50 percent of the tuition per trainee of Php 1,000.00 will be paid as honoraria of the trainer. An administrative cost of 40 percent will be taken from the tuition of each trainee to cover administrative cost computed at Php 800.00 per trainee and 10 percent vehicle maintenance will be taken from the trainee's tuition.

Likewise, the Php 800.00 administrative cost collected from the lump Php 2,000.00 tuition of each trainee will be utilized as payment for administrative cost that covers the percentage share of the project manager, overhead expenses and incentives to identified faculty involved in this production undertaking.

Net Present Value

The proposed undertaking for one year would be able to generate an income of PHP 48,000.00, a Php 12,000.00 worth of incentive at PHP 1,000.00 per year and an assured income of the School of Industrial Technology in the amount of Php 4,800.

Internal Rate of Return

Though the value of the project could be gauged by the income share of the School of Industrial Technology assume at a flat line its profitability could either be attributed to additional procurement of training vehicle so as to increase the number of enrollees that could be accommodated after laboratory extension and in answer to the demands of the immediate clientele in the Municipality of Buenavista only until such time that additional support equipment be granted to accommodate the whole demand of the province.

Socio Economic Analysis

The proposed undertaking for one year would be able to generate an income of Php 48,000.00, a Php 12,000.00 worth of incentive at Php 1,000.00 per year to the driving instructor and staff and an assured income of the School of Industrial Technology in the amount of Php 4,800.00.00. Likewise it would be able to produce 24 skilled drivers after one year of operation.

Myths, Legends and Folktales in Guimaras: A Cultural Heritage

Lilian Diana B. Parreño
Dr. Domingo G. Umani, Jr.

This study focused on the collection and analysis of the different myths and legends in the island province of Guimaras. The study involved qualitative research, with narrative description of data and narrative description of procedure and logical analysis. In this study, mostly collected materials in the form of documents were analyzed using the qualitative approach.

The findings of the study disclosed that almost all of the barangays in the whole island province have their own story about their place. There were four (4) mythological legends and ten (10) miscellaneous legends in addition to the Bulley name place legends present in the island of Guimaras, which totaled to 52. For the setting of the legends, the places where the events occurred mentioned the present names of the places. However, there were stories, the place settings of which were not specified. There were no specific dates mentioned as to the time of the occurrence of the events. The dominating motifs may be occurring in pairs such as good and evil, power and strength, and love and fear. The characters were not individuals. They were generalized and stereotyped. They were either good or bad. As the story progresses, no development of character was evident.

The plot varied in terms of length and structural arrangements of events. Some of the legends which pertain to the heroic or laudable deeds of some people were short. Those, however, with longer narration showed cause-and-effect relation of incidents in the narration. The symbols were the common objects and situations that were related to the daily activities of the characters. Many of the legends of Guimaras island narrated the heroic deeds of some people, stressing lessons one should learn in life. Historical facts may be gleaned from the myths and legends of Guimaras island. Some of the characters were actual persons who had existed and whose heroic deeds and contributions to the place were being honored and valued by the people. Legends and myths of Guimaras island were perceived to be true describing the daily activities of the people that occur in socio-cultural contact. Thus, values were manifested in the different legends that were collected.

This study may now be included as a reference material for teachers of Philippine literature.

Introduction

The Philippines is a country endowed with a very rich culture. Such culture comprises the peoples' arts, literature, music and other related intellectual activities. Particularly, literature of the Filipino people goes beyond, way back the discovery of Magellan of the islands. That was the time when others thought that was only the time the literature of the early Filipinos began.

Philippine literature, before the arrival of the Spanish colonizers, consisted of oral folk stories and proverbs in the various dialects of the islands. Owing to the works of our own archeologists, ethnologists and anthropologist, we were able to learn more about our pre-colonial times from the bulk of materials about early Filipinos as recorded by the Spanish, Chinese, Arabic and other chroniclers of the past.

Philippine oral folks' stories were composed of myths and legends. These myths and legends were preserved and handed down from generation to generation through words of mouth. The early Filipinos told stories about the things in their surroundings, about phenomena that occurred and they tried to give reasons and to rationalize their existence or occurrence through stories.

Myths and legends differ from each other. Myths are prose narratives which, in the society in which they are told, are considered to be truthful accounts of what happened in the remotest past. They are accepted on faith; they are taught to be believed; and they can be cited as authority in response to ignorance, doubt or disbelief. Myths are the embodiment of dogma; they are usually sacred and they are often associated with theology and ritual. Their main characters are not usually human beings, but they often have attributes; they are animals; they are animal deities; or culture heroes whose actions are set in early world, when the earth was different from what it is today, or in another world such as the sky or the underworld. Myths account for the characteristics of birds, animals, geographical features, and the phenomena of nature. They may recount the activities of the deities, their love affairs, their family relationship, their friendship and enmities, their victories and defeats.

Legends, on the other hand, are prose narratives which, like myths, are regarded true by the narrator and his audience, but they are set in a period less remote, when the world was much as it is today. Legends are more often secular than sacred and their principal characteristics are human. They tell of migration, war, victories, and deeds of past heroes, chiefs and kings and succession in ruling dynasties. In this, they are often the counterparts in verbal tradition of written history, but they also include local tales of buried treasures, ghosts, fairies and saints.

Folktales are prose narratives which are regarded as fiction. They are not considered as dogma or history, they may or may not have happened, and they are not to be taken seriously. Nevertheless, although it is often said that they are told only for amusement, they have other important functions, as the class of moral folktales should have suggested. A variety of subtypes of folktales can be distinguished including human tales, trickster tales, tall tales, dilemma tales, formulaic tales and moral or fables.

The people in the Visayas have a very rich folk literary collection. The Western Visayas literature or Panayanon literature includes those written or orally transmitted traditions in the provinces of Panay Island, namely Iloilo, Capiz, Antique and Aklan. Western Visayas literature also includes the literature of the provinces of Negros Occidental and Guimaras, both of which are separate islands. Visayan Folk literature ranges from brief riddles, proverbs, ditties, ritual chants to elaborate love songs, tales and extensive epics. A poem is called binalaybay and the tale is the asoy or the sugilanon. The paktakon is a riddle while the hurubaton is a proverb. Both are usually in two lines and rhymed. Folksongs may be as simple as the ili-ili or lullaby or as intricate as the ambahan, a long song alternately sung by a soloist and a chorus; the siday which can be a long poetic joust between two paid poets respectively representing the two families in a marriage suit (siday sa pamalaye); or a balitaw, a jocose love song sung in a debating manner by a man and a woman. The asoy may be a legend or a tale about a folk hero or a local happening. Foremost among the Panay epics are the Labaw Donggon and the Hinilawod. Ritual chants are delivered by the babaylan or healer to please the diwata or supernatural beings or spirits in exchange for good health and luck in the home and the fields during planting and harvest seasons.

The Visayan folk literature, however, especially myths and legends are hardly heard of today. Modernization and advancement in technology have created a great gap in the traditional Filipino literature. Many Filipinos, especially the members of the present generation have already forgotten about the various myths and legends of their place. Many have not experienced listening to the different myths and legends of their place. A lot do not even know the legend of their own place. In a random survey of students in Philippine literature classes done by Fresnido, results showed that the college students look down on folk literature, treating it as inferior in quality to literature written in English or Filipino. Contributory to this situation is the lack of documentation of the local oral folk literature of the place. These myths and legends which are part of our oral tradition should be preserved to give the later generations a chance to have a glimpse of the richness of their literature. Compared to the Tagalog literary folk collection, not much has been written especially about the Visayan collection in books of national publication. Fresnido further stated that "it is difficult to characterize the national literary sensibility because the great bulk of vernacular literature has remained uncollected. The need for a massive basic research on vernacular literature cannot be overemphasized". Thus, her study aimed at making a contribution to this regard, minimal though it may be. Rabuco also stated that "although a great stride may be observed in the advancement of Filipino culture by different movements in art and education, hindrances to the enrichment of culture, particularly, in literature exists. There is still a dearth of researchers and publications in the field of regional and indigenous literature".

Owing to these two researchers and many other Visayan writers and researchers in the field of regional literature, research and documentation of indigenous oral folk literature have materialized. The works of Dr. Amorita Rabuco entitled "Ilonggo Folk Poetic Intuition in Lo-a" and "A Documentary Survey of Philippine Folklore Towards Research Possibilities", Judith M. Fresnido's "Selected Composos from Panay" have been proof enough of the vast collection of oral folk literature that we have. Thus, as a student of literature, though how little this maybe, I have come to realize that each one of us should contribute to the preservation of these oral folk literatures, especially, that in the island province of Guimaras.

Guimaras Island is located southeast of Panay island and northwest of Negros island. It is blessed with beautiful scenic spots and untouched beaches with clean and pristine water which is comparable to other exotic places in the world. It is cited as the must see island in this part of the country by the Department of Tourism, "WOW Philippines". This island is not only beautiful and paradise-like, it has a very rich collection of oral myths and legends that have added to its natural attractions. Through these stories one can have a glimpse of the colorful past of this beautiful

island. To mention a few, these are the legend of Siete Picados and Roca Encantada, the legend of the Balaan Bukid, Isla Naburot, the myth about Pulang Pasayan, Catiliran Cave and many others. However, no available documented literature can be found about these myths and legends of the island province. Many old folks claimed though that there are plenty of prose stories in the island.

With the passing of time the members of the older generation who have known these folklores from their forefathers by words of mouth are getting older and some are already dead and without documentation, these will be buried with them forever. In the face of this imminent extinction, the researchers and advocates of folk literature have to make immediate moves to salvage what remains of this dying form of literature and to derive value from it; hence, the reason for this study.

Statement of the Problem

The main objective of this study is to collect and analyze the different myths and legends in the island province of Guimaras.

Specifically the study would like to:

- a. Collect, identify and classify the different myths and legends in the island of Guimaras;
- b. Determine elements of the myths and legends of Guimaras Island in terms of settings, motifs, characters, plots, symbols and themes;
- c. Analyze these myths and legends based on variants and values manifested.

Methodology

The study involved qualitative research, with preferences for expert informant sample, narrative description of data, and narrative description of procedure and logical analysis, (Rabuco, 2001).

Specifically, the methodology which was employed in the study was qualitative-textual analysis. This involves content analysis, a research method of making references by systematically and subjectively identifying specified characteristics within a text. The investigation relied mainly on reflective thinking, or on the researcher's own reasoning and judgment.

Collection, Transcription and Analysis of Data

a. Collection

The data collection was done by identifying first the informants who are knowledgeable about the different myths, legends and folktales in the island province. The participants were interviewed individually by the researcher. They were all asked to retell the myths and legends or identify materials from which the myths and legends can be found. All the myths, legends and folktales available in the five (5) municipalities in the island province of Guimaras were collected.

The assistance of the different Philippine literature instructors and students in the two campuses of Guimaras State College was sought. Students were required to submit myths and legends of their respective barangays as part of their project in Philippine literature. Those barangays which were covered by these students were personally visited by the researcher for validation of information gathered. For those barangays which were not included in the reports of the students, they were personally visited by the researcher. The technique which will be employed will be "vacuum cleaning" (Rabuco, 2000) a technique wherein the researcher gathers all folk materials that he/she finds in the field. Those which were narrated by the informants were tape recorded. For those which are already documented, a copy was secured. Personal data of the informants was determined. Attached in appendix 1 is the personal data sheet of the information to be gathered from the informants.

Transcription

Collected myths and legends, as narrated by the old folks in the barangays, was transcribed in the language of the narrator which is Ilonggo before they will be translated to the English language. Translation will be done word for word first, and the grammatical construction maybe considered later. Translation maybe done line-by-line, sentence-by-sentence, or paragraph-by-paragraph translation, with content validity foremost in the researcher's mind. Content validity maybe checked during narration. However, in the final text of the report, the Ilonggo version of the myths and legends, as narrated by the informants will be included.

Data Analysis

In the light of qualitative content-textual analysis, the following data analysis procedure will be devised and employed:

1. Identification of Context Units
2. Identification of Units of Analysis
3. Use of Analysis Matrix

Classification, Elements And Contents Of The Myths And Legends In The Island Province Of Guimaras

Collection, Identification and Classification of the Myths, Legends and Folktales

Results of the study showed that almost all of the barangays in the whole island province of Guimaras had stories about their place. The bulk of their collections may be grouped under the place named legend (Table 1). These name place legends were classified into: a) a place named after a person or a group of persons (lovers, a couple, etc), b) a place named after a plant or other things that settlers find in that place, c) the place named as a result of verbal misunderstanding on the part of the foreigner asking questions in a foreign language to uncomprehending rural folk, d) the name of the place merely a shortened form of a phrase uttered by a character in the legend, e) the name of the place describing a memorable event that happened in that place, f) some name place legends simply describing the place and g) a place named after a patron saint (Table 2). There were legends also which were categorized as miscellaneous and mythological legends. Folktales were classified into human tales, trickster tales, tall tales and humorous tales.

Results of the study revealed further, that in the 149 stories collected there were five (5) mythological legends, ten (10) miscellaneous legends, and 25 folktales in addition to the 108 stories of name place legends that were existent in the island of Guimaras.

The category of name place legends with the most number of stories told was "the place is named after a plant or other thing that settlers find in the place," which totaled to 33. Those which belonged to the classification of "a place named after a person or group of person," totaled to 33. There were 17 stories that the place was named after a patron saint or saint and 12 stories that a place was named as a result of verbal misunderstanding on the part of the foreigner asking questions in a foreign language to uncomprehending rural folk. There were seven (7) stories that, simply described the place, while there were two (2), classified under "the name is merely a shortened form of a phrase uttered by a character in the legend", and four (4) "the name of the place described a memorable event that happened in that place" (Tables 1 and 2).

Table 1
The Classification of Myths and Legends Collected in
the Province of Guimaras

Classification /Category	Frequency	Rank
Name Place Legends	108	1
Miscellaneous Legends	11	3
Mythological Legends	5	4
Folktales	25	2
Total	149	

Table 2
Categorization of the Place Name Legends Collected in
the Province of Guimaras

Classification /Category	Frequency	Rank
1. A place is named after a person or group of Persons	33	2
2. A place is named after a plant or other thing that settlers find in that place	33	1
3. The place is named as a result of verbal misunderstanding on the part of the foreigner asking questions in a foreign language to uncomprehending rural folk	12	4
4. The name of the place is merely a shortened form of a phrase uttered by a character in the legend	2	6.5
5. The name of the place described a memorable event that happened in that place	4	6.5
6. Some place name simply described the place	7	5
7. A place is sometimes also named after a patron saint	17	3
Total	108	

The slant of the bulk of collection towards legends or origin of places is attributable to the efforts of the barangays, as sources of the collection, in gathering the historical facts about their barangays. Obviously, mythological stories and folktales are wanting. Barangay stories did not include much of myths and folktales. All the legends which belonged to the categories of name place and miscellaneous legends have the elements of legend based on the different concepts of legends mentioned above as basis for differentiation and identification. The distinction of the legends and folktales collected were that the event happened during the time when the world was much as it is like today. For example, in the legend of Siete Picados, "a long time ago, there lived a rich couple named Tiyo Manuel and Tiya Clara, who had seven beautiful daughters. They were so wealthy that they provided their daughters with whatever things they asked, even with maids to serve and follow each one of them around. Because of their wealth, the seven girls grew up proud and spoiled ladies. They never shared what they had and most of the time, they showed off their elegant dresses and jewelry to the girls socially inferior to them." This is also true with the folktale, Si Sixto Bantiilg, "si Sixto Bantiilg isa ka mananggite nagapuyo sa Iqdarapdag. Isa ka hapunanon namanggot siya sa iya tuba-an, sang nagasaka siya sa lubi netingala gid siya kay ang iya nga tuba diutay na leng bilin. Sang pappana-og na niya nakita niya ang kama-kama nga nag-inom sang iya nga tuba, gindakop niya ini kag ginsilingan nga para indi na magliwan gupaitak niya ini para indi na magliwat pa."

The characters were human beings like Tiyo Manuel and Tiya Clara. The motives of the characters to show off are also characteristics of the people of the present period. In the legend of Guimaras, the place where the event happened mentioned the present day names of such places as Panay, Negros and Cebu. This is seen in the following narration; "in the early days when the different islands that composed the Philippines were ruled by brave datus and chieftains, the island of Panay, which was very progressive in those times, was under the strict rule of Datu Paiburong. All of his subjects were afraid of him, and they obeyed him as if he were their God. Datu Paiburong was not only absolute in his rule but he was also a very proud man. He was proud because of his very beautiful daughter name Guia. Guia's beauty was known not only in the island of Panay but also in the neighboring islands of Negros and Cebu." This is the same with the folktale "Ang Taluto nga Kahoy", "sang tiyempo Espanyol sa Sitio Casita sakop sang aton Barangay, dira nga sitio ang una nga ginpatindug ukon ginhimo sa bato ang altar pareho sang isa ka kweba nga pwede pana-gu-an sa sulod. Tama gid ka tinlo tungod sa sulod sang kuweba ga-istar ang pari sang una. Makitan subong gani nga ang mga gamit kag menu sang simbahan tama kadaan sang gid".

The concept of legend may describe a narrative as more "mundane." This means that it is concerned with the everyday activities of the people in the place, as in the legend of Barangay Alegria, Sibunag, "Long time ago, people living in "Barasan" (they used to call this place this name which originated from Barasan leaves) used to ride on a "Balsa" when they went out fishing. Other community residents, especially men gathered "Bannot" vines to be used in making their mats of "Kubo" where they live. The vines of "Bannot" are used in tying the materials needed to build their houses, while the women are busy in mat weaving and basket making. After they have made many products of this mats and baskets, they brought this to Negros and sold this to "Negrosan-non" to buy their needs at home. The same is true with the folktale "Ang Muwa", "ang muwa isa ka tawo sa talon, nga isa man ka engkantohanon. Ginpamangkot ya ang babaye nga kon anhon ya ang pangdan? Ginsabat sya sang babaye nga lalahon sang banig. Ang muwa nagmangkot liwat sa babaye, nga anu ang proseso sa paghimo sang banig?"

Those stories which fall under the category of mythological legends, however, have the elements of myth because they describe the creation of islands, mountains and rivers and other natural elements of the universe. This approach is depicted in the mythological legend of the three peaks of Millan as shown by the following, "Above their graves, the earth rose until today one visiting the place can see three mountain peaks called Mt. Bontoc, Mt. Dinalman, and Mt. Tigbe. The place was named Millana which today is known as Brgy. Millan, to remember the beautiful princess who died for the sake of love."

The different legends and folktales collected were then classified based on the classification of myths and legends introduced by Damiana Eugenio in her book *The Legend* (Eugenio, 1996). The groupings for legends were composed of Heroic Legends, Religious Legends, and Legends recounting encounters with supernatural beings, miscellaneous legends, place name legends and mythological legends. Eugenio has also categorized those legends which tell about the creation of mountains, island and rivers into mythological legends. For folktales it was classified as trickster tales, humorous tales, human tales and the like. The same approach was used in this study.

Damiana Eugenio had made some distinctions between methods of classifying myths, legends, and folktales in her previous works. She stated that,

"In the present compilation of Philippine legends, which is being put out together, I am modifying this classification scheme slightly. I have tried to solve the vexing problem of terminology, the problem of distinguishing between 'myth' and 'legend' by using as guide Stith Thompson's *Motif-Index of Folk Literature*, which puts all origin motifs under 'Mythological Motifs'. All tales, therefore, that I had previously called 'Etiological Legends' except name place legends, are now to be found in my collection of Philippine Myths, where they may be considered to belong to the category which Thompson calls 'Mythological Legends'" (Eugenio, 1996).

B. Elements and Contents

a. Setting

1. Specificity and Generality of Place

The setting indicates the place and the time when the event happened. In terms of place, it was observed that the places where the events occurred in the legends, mentioned the present names of specific places such as "Guimaras." This is noted in the legends of Barangay Balcon Melli-za and Maravilla in Jordan because these are also their present day names. Similarly, in the legend of Brgy. Aguilar version 2, it was mentioned that, "the Japanese invaded Guimaras island.

They landed on the eastern seashore of what they called today as Suclaran wharf." The same was observed in the legend or historical account of Brgy. Navalas, which mentioned that, "Fr. Fernandez, wrote that since the early days of evangelization of the island of Panay, small villages were formed in Himal-us (Guimaras)." It was also observed in the folktale from Morobuan which mentioned that, "sang una nga tiempo ang „Morobuan' indi pa tunay nga pangalan nangin sentro sang base sang mga Hapones sadtong Ikaduhang Inaway Parigkalibutan. Bilang isa ka baryo nga nahamtang sa baybayon diri man makita ang isa ka base sang mga Hapones nga kon sa diin ginatago ang mga armas, pagka-on, bulong kag subong man mga bagay nga ila nakuha sa mga tumandok (natives)." The reference to the two (2) islands of Panay and Negros was very prominent in the mythological legend of Bato Binaylo and Three Peaks of Millan, "Long, long time ago, there were two giants, one from Panay and the other one from Negros. The giant from Panay was known as Lumawag and the giant from Negros was known as Iskalante."

Aside from mentioning the islands of Guimaras, Panay and Negros, the myths, folktales and legends pointed to local sitios and places. In the legend of Sitio Malanay came from the words "Mala" which means dry and "Nay" means mother. In the Legend of Brgy. Cansilayan, the name Cansilayan was already mentioned in the following lines which states that, "One of their children was named Cansilayan taken from a certain kind of tree that is common in this place." This was also found in the legend of Brgy. Dagsaan, which mentioned the sitio Boro-Boro which is found in that barangay, "It was passed along to the present generation that "dagsa" especially during the rainy seasons were usually carried by the current at the seashore of Boro-boro and stayed there for days." The same is true in the legend of Brgy. Cabungahan, the name "Cabungahan" was mentioned, "The word "Cabungahan" was derived from the word bunga which is usually used in making "minama." This was also observed in the folktale, "Ang Taluto nga Kahoy sang tiyempo Espanyol sa Sitio Casita sakop sang aton Barangay, dira nga sitio ang una nga ginpatindug ukon ginhimo sa bato ang altar pareho sang isa ka kweba na pwede panagu-an sa sulod. Tama gid ka tinlo tungod sa sulod sang kuweba ga-istar ang pari sang una. Makit-an subong gani nga ang mga gamit kag menu sang simbahan tama ka daan na gid"..

In some legends however, non-specificity and generality of places prevails. They merely described the place based on its physical attributes. This is seen in "bongga" from the "bongga caves" in the legend of Brgy. Sto. Domingo. In the legend of Aguilar version 1, the place was said to be "surrounded by vast trees untouched and only few family living in this place." The legend of Brgy. Bugnay described the place as, "the area was fully covered with trees and very few families were residing in the area. Most residents survived by hunting and tuba gathering." In the legend of Brgy. Tamborong, the setting was simply stated as "this can be compared to a large track of land covered with big trees and there was no accessible roads even pathways or trails." The mythological legend of Sibunag describes the place as, "an island sparsely populated. Giant trees grew in the mountains where wild animals lived. The rivers and sea teemed with fishes and treasures such as pearls abound in the watery depth."

2. Non-specificity and Generality of Time

It was observed that no specific dates were mentioned in legends and folktales. This means that non specificity or generality of time was the only indication of the essence of time in the different legends. The time reference commonly use are, "long time ago,"

"once upon the time," "in the distant past," etc. For example in the Legend of Zaldivar version 1, the essence of time can be recognized by the phrase, "long time ago there were many fishes beside the seashore which was named Silag." In the Legend of Brgy. Bugnay, the essence of time was described through this phrase, "the story dates back to the distant past." In the Legend of Brgy. Dasal, the essence of time can be recognized in this phrase, "sang una nga panahon ang barangay Dasal wala pa sing ngalan" and in the folktale Ang Muwa, the essence of time is expressed in terms of "sang una nga tiempo may isa kaistorya parte sa isa ka babaye nga mahilig maglala sang banig".

In the Legend of Brgy. Mclain, reference to time was simply, "a long time ago." Also in the Legend of Brgy. Cabungahan, time was just a statement of, "during the times when you and I were not yet born."

In some pieces attempts to put time to a historical period were done, however, when the story exactly happened could not be ascertained. For instance, in the Legend of Brgy. East Valencia, it states "during the U.S. allied invasions," while in the Legend of Brgy. Daragan, it was said that, "Spaniards landed and colonized the Philippines." In those legends which involved historical facts as in the Legend of Brgy. Navalas, the date was completely stated in this phrase, "On May 27, 1856 Pope Pius IX, issued a Papal Bull creating the Bishopric of Salu (Jaro). The bull was enforced on October 10, 1857."

The setting of the myths, legends and folktales found in the island of Guimaras also tended to be non-specific and general, although traces of specificity were seen in some pieces. This literary trait is also true to existing universal myths and legends that one reads in books today. Scholars in oral tradition in the region also concluded that the setting, place and time, of folk narratives is seen to be general and vague, (Rabuco, 2006). Particularly, myths by nature are said to have occurred in "distant past."

b. Binary Situation Motifs

The dominating motifs in the myths, legends and folktales of Guimaras island manifested in the situations that maybe occurring in pairs, such as good and evil, power and strength, love and fear and love and war.

1. Good and Evil

Noticeable in the legends named after a person is the "good and evil" motif. Goodness of deeds in the Legend of Brgy. Getulio was seen in a character of the place. The people in times of need always ask the help of Tio Tulio. "Tio Tulio was a very wise old man. He was well respected by everybody in the place. He was also blessed with healing power that notably made him very popular." Likewise, in the Legend of Brgy. Zaldivar version 1, "there was a couple named Zaldivar who lived in this community. The husband was known as Canuto Zaldivar popularly known as Captain Ditoy. They were very old couple but they helped other people especially those who were maltreated by the Spaniards."

However, there were some characters that showed cruelty motif as in the Legend of Brgy. Alegria, "the tribe was headed by their Muslim leader by the name of Datu ALegraya Ahmid Sahlik. If somebody from their barangay died, they buried him near the image of the Datu because they believed that the spirit of the one who died will give them abundant food to eat through the spirit of the rich but cruel Datu." Evil or cruelty is also manifested by the character of Datu Paiburong, the Father of Guia in the Legend of Guimaras (Version 1). He exuded strength in character that was almost akin to cruelty. "the island of Panay which was very progressive in those times, was under the strict rule of Datu Paiburong. All of his subjects were afraid of him, and they obeyed him as if he were their God. Datu Paiburong was not only absolute in his rule but he was also a very proud man. He was proud because of his very beautiful daughter name Guia."

"Good and evil" motif is not seen only in a character, but also in a group of people. The Muslim invaders showed cruelty to the people of the place, as mentioned in these lines taken from the narration in the legend of Navalas Church,

"the author also stated that the Muslims Sali and Silungan, leaders of the expedition against Panay, combined their forces at 1,600 until they reached 6,000 strong men and threw their strengths against the island of Panay. They stated that the neighboring island of Guimaras became the Muslim refuge, after the forces of Arevalo Mayor Juan Garcia Sierra succeeded in driving the Muslims from the island of Panay. It has been mentioned that a former priest of the church was captured and enslaved by the Moro (Muslims) raiders. Most of his members /followers fled from the Muslim pirates to the nearby Mt. Kasarig."

The legend of Brgy. Morobuan showed both goodness and cruelty of deeds as motif. The goodness of deeds was manifested by the people in the barangay when they built a boat for the Muslim pirate left behind by his group so that he can go back to his home place, despite the cruelty they have caused the natives, "the Moro asked the help of the natives. The natives put up a venta for him." The motif on cruelty of deeds is also observable in this legend as mentioned in the narration of events, which states that,

"One day there were Moro ventas which landed on this place. The Moro got everything they found. They enjoyed themselves eating, dancing, while drinking tuba. They were scandalous and oppressive. With this, the natives were so afraid of them. They fled to the mountains. As soon as they noticed that the moro had left the place, they all went down from the mountains."

The seven daughters, in the legend of Siete Picados, portrayed an evil character in the form of haughtiness and disobedience. The haughtiness of the daughters can be observed in these narration which states,

Because of their wealth, the seven girls grew up proud and spoiled ladies. They never shared what they had and most of the time, they showed off their elegant dresses and jewelry to the girls socially inferior to them. Their motive in going to the church was not to attend or participate in the church service but to display their Sunday best clothes and their expensive slippers. They snubbed all the old ladies who corrected them and they considered the custom and tradition of the place as silly and inadequate for the people of their level. These attitudes caused the majority to dislike them, and as a result Tyo Manuel and Tiya Clara also suffered the consequences of their neighbors' hate. For years, this cold treatment went on until one day, tired perhaps of getting no cooperation and neighborly friendship from the people in the place, the couple decided to make their vacation house which was isolated from the town proper by a wide river.

The disobedience of the daughters to their parents was manifested in the lines of the narration which states that, when their masts gossiped the activities for the forthcoming town fiesta, the thought of attending the dance on the night of the celebration struck the eldest daughter's mind, although She knew very well that their parents would never allow them to go out at night, especially to such public affairs. She convinced her sisters about the excitement of meeting new faces again and who knows what else. Fearing the reprimands they would receive from their parents, the young sisters hesitated at first, but as Inez, who was the oldest and the most brilliant among them, they decided to agree with the plan. The next day, they went through their usual routine so as to prevent their parents from suspecting anything. They spent the whole day in the river except for the two younger ones who were sent by the eldest to look for a man from whom they could hire a banca. Late in the afternoon, the two sisters arrived bringing the news that the banca would wait for them at the river at seven in the evening. All of them rejoiced and were amused at the thought that so far, they had succeeded in being smarter than their parents.

The seven daughters went to the dance without asking permission from their parents. When they were already going back, riding in a small boat, their boat capsized and the said tragedy happened.

2. Power and Strength

Motif of power and strength is shown in the mythological legend of Bato Binaylo. This is the story of fighting giants. Each stone that the two giants threw to each other turned into islets between the islands of Panay and Negros. The story narrated that,

"these two giants wanted to have a competition as to whom among the two of them was the strongest. Giant Iskalante from Negros threw a stone into the sea and named this as Inampulogan. Giant Lumawag from Panay threw a stone slowly and named this Bundulan (Weak). Eskalante laughed at Lumawag. He said, "You're weak, ha, ha, ha! Lumawag got very angry. Eskalante threw again another stone and named it "Tamsik". Lumawag did also and named it "Cabaring". Eskalante threw again another stone and named it "Tamsik". Lumawag did also and named it "Cabaring". All islets facing Negros were made by Iskalante and islets facing Panay came from the stones thrown by giant Lumawag."

3. Love and Fear

The Legend of three peaks of Millan portrayed fear and love motif. This is stated in the narration, "Princess Milana was filled with apprehension. She was certain that she loved the three and didn't want any one of them to die. Early in the morning before the contest Started, the princess secretly left and in a secluded place way herself. Her corpse was found afterwards by the three princes: "In the Mythological Legend of Sibunag, the motif of love and war was also manifested. The story narrated that,

"Until Sibunag met a beautiful nymph, Princess Nauway, who incidentally was the daughter of King Nagarao. King Nagarao learned of the relationship between Sibunag and Nauway. In a fit of anger and with the help of the black fairy Lumawag, he cast magic on Dakung Suba that caused the river to dry up, thus transforming the lowland into a desert in one instance. Nagarao chanced upon the lovers, Sibunag and Nauway, who fled to Dakung Suba. There Sibunag encountered Lumawag, and they fought to death. Sibunag killed Lumawag, but then Nagarao came by and cast his trident to kill Sibunag but hit Nauway instead."

These recurring situational motifs of the myths and legends such as good and evil, power and strength, love and fear and love and war are, in many ways, common motifs of folk stories. These are situations that maybe said to be the concerns of the folks in their daily lives. Usually, these motifs in folk stories conformed to the intention of the narration, that is, to entertain and instruct.

c. Stereo-typed Character

Characters in the story are the individuals or group of individuals that act out the events or are caught in the situations of events in the story.

The characters in the myths and legends of Guimaras island maybe categorized as stereo-typed characters.

Individual characters found in the stories are giants with extraordinary strength. In the myth of Bato Binaylo, giant Lumawag and Eskalante, wanted to have a competition as to who among the two of them was the strongest." The character may also be a king or a datu who is good and cruel. In the legend of Guimaras, Datu Paiburong, the father of Guia was very strict as mentioned in the narration which states that, "under the strict rule of Datu Paiburong. All of his subjects were afraid of him, and they obeyed him as if he were their God." In the legend of Brgy. Ayangan, the leader was good as mentioned in the following lines in the narration which states that, "May hinuringhuring sadto nga ini nga pinuno palangga gid sang iya nga tinawo tungod nga "ANGAYAN" gid siya sa pagdumala sang sakop." They are perhaps, sons or daughters

who are good or bad. In the legend of Siete Picados, the seven daughters were bad as manifested in the narration, "They snubbed all the old ladies who corrected them and they considered the custom and tradition of the place as silly and inadequate for the people of their level. These attitudes caused the majority to dislike them."

The individual characters may simply be a bad or good couple as in the Legend of Brgy. Montpillier, "There was a man whose wife was suffering from the epidemic too. His wife was almost dying but he kept on praying to the Lord, for he was a very religious man." Maybe, he is just a good or evil old man as in the Legend of Brgy. Zaldivar version 1, "They were very old people but they helped people especially those who were maltreated by the Spaniards." In some legends, he is a well-known person in the place who had done good deeds for mankind as in the Legend of Brgy. Getulio, "Tio Tulio was well respected by everybody in the place. He was also blessed with healing power that notably made very popular."

Even group of people are either good or bad. In the Legend of Brgy. Alegria, the Muslim raiders were cruel as manifested by the narration which states that, "they believed that the spirit of the one who died will give them abundant food to eat through the spirit of the rich but cruel Datu." The Spaniards in the legend of Brgy. Daragan manifested cruelty to the people as mentioned in the narration, "Later on the Spaniards landed and colonized Philippines and started their governmental functions headed by the Governor and the Spanish guards' functions as the military. They treated the Filipinos cruelly." The Japanese in the same legend showed cruelty as manifested in the narration which states that, "Like during the Spanish time, the Japanese soldiers treated also the Filipinos cruelly so again the fear developed in them."

As a literary art form, the characters of folk narratives are mostly typical, (Rabuco, 2006). The variety of folk narratives hindered character development as the story progresses. Such may also be attributed to the straight third person narration of the myths, legends and folktales. Another cause for this is the intention of the stories to instruct or to teach moral lessons that reduced the characters and actions into the good or the bad.

d. Variation in Plot Structure

Plot is the pattern of events and situations in a narrative or dramatic work as selected and arranged both to emphasize relationships, usually, of cause and effect- between incidents and to elicit a particular kind of interest in the reader or audience, (Baldick, 1996).

The plot of the myths, legends and folktales of Guimaras island varies in terms of length and structural arrangement of events. Some of the legends which pertain to the heroic or laudable deeds of some people are short. For instance in the Legend of Brgy. Mabini, it mentioned the heroic deeds of Apolinario Mabini, "The name of the place then, was changed to Mabini in his honor being the brilliant man in the work of heroism, though he was physically disable but intellectually he was very much capable to be called as "Brain of the Revolution." Another is in the Legend of Brgy. Getulio, which manifested the heroic deeds of Tio Tulio for the people in his community, "Tio Tulio was a very wise old man. He was well respected by everybody in the place. He was also blessed with healing power that notably made him very popular". Some are merely statements of the events that happened during those times or things found in their places. This is depicted in the Legend of Brgy. Dolores, "Got its name from the old woman who is the owner of the land where the school building is located, she donated the area with whole heart. This woman's name "Dolores" Gajo the mother of Juaquin." Another, in the Legend of Brgy. San Miguel, "Barangay San Miguel got its name from the late Don Miguel Jayme." Also, in the Legend of Brgy. Hoskyn it was mentioned only that, "the name Hoskyn was given in the memory of a philanthropic Englishman, Mr. Hilbert Hoskyn. He extended assistance to the locals by giving them medicines and food and anything within his means."

The legends which are somewhat longer showed the cause and effect between incidents, as in the legend of Brgy. Alegria. The cause of incident as narrated,

"In month of March there came an unexpected tribe who landed in then seashore of "Barasan". They boarded a sailboat called "Pangku". This tribe was headed by their Muslim leader by the name of Datu Alegraya Ahmid Sahlik. This tribe was composed of armed men who captured strong men with big bodies. They used these men as participants in their dangerous activities which they called "Bulang" in the Eastern part of Mindanao."

The effect manifested in this story as narrated,

"When the people heard this, they all ran and hid on the highest hill for their safety and for the purpose that they can see if ever this tribe will come again. When Datu Alegraya Ahmid Sahlik was not able to find these men, he decided to leave "Barasan". When the people knew that they were already safe, they went back to their work again. This time, they were not afraid to go fishing and to look for their daily food to eat. The people of "Barasan" believed that Datu Alegraya Ahmid Sahlik is a "Babaylan" or ANito. That is why they built a wooden image of the Datu and placed it on the house they built on the top of the hill. If somebody from their barangay died, they buried it near the image of the Datu because they believed that the spirit of the one who died will give them abundant food to eat through the spirit of the rich but cruel Datu. The people offered something they can gather through the faith healer they believe can speak to the spirit of the dead".

The cause and effect sequence of events is seen in the legend of Guimaras. The cause incident in the story was the offering of Datu Paiburong of her daughter in marriage to the son of the datu of Cebu as narrated,

"Data Paiburong was not only absolute in his rule but he was also a very proud man. He was proud because of his very beautiful daughter named Guia. Guia's beauty was known not only in the island of Panay but also in the neighboring islands of Negros and Cebu. Many of them tried to win her hand but failed. Her father had already promised her hand to the son of Datu of Cebu. Guia, who was a very homely girl, had secretly fallen in love with a young man named Maras. Their love affair was kept secret from her father."

The effect of the incident is reported as follows,

"The day came when Datu of Cebu and his son came to ask for Guia's hands in marriage. When the ceremony was just starting a young man suddenly rushed through the crowd and carried the bride away in his strong arms. He raced towards the sea and dived into the angry waves. At the end of the 7th day, Datu Paiburong looked out of the window and to his surprise he saw a big mountain lying between Panay and Negros."

The same is true in the folktale, Joe Pama. The cause incident in the story was:

"ang driver nanda ni Consoling kano. Ti karon indi magbaton ang tatay ni Consoling kay Joe kay mahigko pero ginbaton man nanda hay naghambal si Joe nga bisan warasweldo basta makakaon lang. Ti sa dalayon nga bulig-bulig na sa Kano kag panglimpyo kang sarakyan, karon nag-away sanda kang Kano"

The effect was that:

"pag-away nanda pinatay na ang Kano. Pagpatay na kang Kano na priso tana. Ang nagdakop kana si Salvador Pama. Pagdakop kana wara tana ginsulod sa prisohasn rugto tana ni Salvador Pama ginsulod sa CR sang balay".

In the Legend of Brgy. Ravina, the cause of the incident is, "during the Spanish era, the Spaniards were very strict when it comes to discipline. The residents, when caught making mistakes, were punished and the punishment depends upon the severity of the mistakes they have committed. Besides the residents find it hard to understand the Spanish language" The effect event as reported is,

"One day, one of the residents was caught making mistake, he was punished by the high ranking officials. After the punishment they just left the poor man. While on their way home, they met Spaniards and they asked them if what was the name of the place they were in. The residents thought that they were asking about the situation of the man they were carrying so they answered, "grave na, grave na". The Spaniards repeated these words "grave na" thinking that the name of the place was gravina and later it became "Ravina".

The cause and effect sequence can also be observed in the mythological legends of Bato Binaylo, Sibunag and Three Peaks of Milan. In the legend of Bato Binaylo, the cause event is manifested in the narration, "These two giants wanted to have a competition as to who among the two of them was the strongest." The effect event is

"Giant Iskalante from Negros threw a stone into the sea and named this as Inampulogan. Giant Lumawag from Panay threw a stone slowly and named this Bundulan (Weak). Eskalante laughed at Lumawag. He said, 'You're weak, ha, ha, ha!'. Lumawag got very angry. Eskalante threw again another stone and named it "Tamsik". Lumawag did also and named it "Cabaring". All islets facing Negros were made by Iskalante and islets facing Panay came from the stones thrown by giant Lumawag. Due to his too much anger with Iskalante, Lumawag threw another stone and named this Himal-us and gave his promise to protect this island from any giants of the seas and lands."

In the legend of Sibunag, the cause event is narrated as,

"It was then surprising that a human being, a mortal would fall in-love with a fairy or nymph. King Taras fell in love with the Goddess, Selfa Saliyaw. Their marriage begot a son Prince Sibunag, who upon his birth was foreseen by wise men and teller of tales, Pandugan, to be the founder of a place in the future."

The effect event as narrated is,

"During the baptism of Prince Sibunag, the King of Mermen (siokoy) named King Nagarao, tried to take away the Prince as a revenge to Selfa Saliyaw who jilted him. There happened a fight between the fairies and the mermen. However, the queen of fairies Queen Kunini was able to hide Sibunag and carried the infant to her Kingdom. Queen Kunini was once in-love with King Taras and taking the infant would console her of not being loved by King Taras. Prince Sibunag grew into manhood under the care of Queen Kunini."

In the legend of the Three Peaks of Millan, the cause event is manifested in the narration which states that,

The father of Princess Miliana knew that someday her daughter would rule the kingdom and wanted to see her daughter take a husband. So he decreed that there would be a contest to determine the husband of Princess Miliana. Contestants arrived from far away lands and for three days the arena in front of the palace was filled with fighting men. At the end of the third day, only three contestants were left: Prince Bontoc, Prince Dinalman and Tigbe from the east. She recognized the three as the ones she saw in her dreams."

The effect of the sequence of events is narrated as,

"the King ordered that the three contestants left would fight the next day. Princess Miliana was filled with apprehension. She was certain that she loved the three and didn't want any one of them to die. Early in the morning before the contest started, the princess secretly left and in a secluded place killed herself. Her corpse was found afterwards by the three princes. The three were filled with grief and vowed to watch over the grave of Princess Miliana. They remained there watching until several days their dead bodies were also discovered. Above their graves, the earth rose until today one visiting the place can see three mountain peaks called Mt. Bontoc, Mt. Dinalman, and Mt. Tigbe."

The short narration of events without an obvious plot and structure are seen mostly in legends of place names. The same observation was made by Dr. Amorita Rabuco, referring specifically to Hiligaynon narratives. Dr. Rabuco named such plot less plot narratives as "ante narratives" (Rabuco, 2006).

The cause and effect arrangement of events are shown in the longer myths, folktales and legends. As seen above, the main events in the stories are group or cut into cause and effect incidents. Nevertheless, the series of events may reveal that one incident is the cause of the next incident which is the effect of the previous incident. There appears to be a logical sequence of events, (Rabuco, 2006).

e. Embedded Symbols in Daily Life

Symbols, in the simplest sense, are anything that stands for or represents something else beyond it - usually an idea conventionally associated with it. Objects like flags and crosses can function symbolically. In literary usage, however, a symbol is a specially evocative kind of image, that is, a word or phrase referring to a concrete object, scene, or action which also has some further significance associated with it, like roses, mountains, birds, and voyages have all been used as common literary symbols, (Baldick, 1996).

The common objects found in the different legends are those related to the daily activities of the characters. Land is the symbol found in the Legend of Brgy. Espinosa, which is manifested in this narration which states that, "One day the Governor of Guimaras announced a project and that deals with the distribution of land. And he said that those who are interested should go to his office." Another are the herbs found in the original name of Mabini which is Lubigan, "Long time ago, this barangay was called "Lubigan" due to the presence of an herbal plant called "Lubigan" which was used to cure spasm." Another is the fish in the legend of Zaldivar version 2, "One day the Father and Son went fishing to the sea. By good luck, they saw a school of fish called Silag" and Bugnay in the Legend of Brgy. Bugnay, "The barangay got its name from the local trees, known as bugnay trees which bear fruits in bunch where it will change its color from red to black when it is already ripe. It flourished along the bank of the rivers." Sap-ang an edible tubers is the reason for the name of Brgy. Sabang, "They were given a certain food called "Sap-ang" which was cooked, "burot-like" edible root crop for their supper." In the folktale, Ang Muwa, it was the "lala banig" and in the story "Ang Duwa ka Mali-Malion", "sang una may mag-asawa nga sanday lita kag Hostakyo. Ginsugo ni Hostakyo nga "mangutan kadyos ang iya asawa sa ila kaingin"

The group of legends under the category, 'a place named after a patron saint', can be found in the following lines of the narration from the Legend of Brgy. Salvacion, which states that,

"when the people were gathered in the church and prayed for their protection during the Japanese invasion, the Japanese soldiers gathered all the civilians they can find all over the place. There were machine guns facing by the altar ready to fire shoot. While all the people were praying to the image, suddenly a Japanese officer arrived. The people were watching in silence, breathless of what will be the command of the said officer. He commanded the Japanese soldiers to let the crowd go out safely. All the women who were last to go out have seen the Japanese officer got the baby the Nuestra Señora de Salvacion was holding by her arms and kept it on his pocket by his heart. Until now the image of the baby Jesus cannot be found anymore."

This event or action symbolizes the miracle which happened during that time. The people of the place were saved from death which the people have linked it to their faith to the patron Nuestra Señora de Salvacion.

In the Legend of Guimaras, the island, which developed after the tragic disappearance of the characters in the sea waters, symbolizes the feelings of the lovers for each other. This is seen in the lines, "When the ceremony was just starting a young man suddenly rushed through the crowd and carried the bride away in his strong arms. He raced towards the sea and dived into the angry waves. At the end of the seventh (7th) day, Datu Paiburong looked out of the window and to his surprise he saw a big mountain lying between Panay and Negros." The island which developed in the place where Maras jumped off with Guia symbolizes that they are one and nobody will be able to separate them now.

In the legend of Siete Picados, the action of the seven daughters which led to their death and the appearance of the seven islets in the place where they have disappeared between Panay and Guimaras, symbolizes their disobedience to their parents. As mentioned in the story,

"From that time on, people who had known the fate of seven sinners considered the place as haunted and dangerous. Whenever a fisherman is caught by a sudden storm in the midst of the sea, he would rather risk the bad weather than take refuge in one of the fields. Others believe that every midnight of the 7th day of the week, sounds like the moaning of human beings ... could be heard from the place. Although it is probable that the winds produce such strange sounds, old people who have heard of the tale of the seven sinners are convinced that the sounds are the pleas of the 7 sinners asking to be freed from the punishment of the gods."

The symbols manifested in the mythological Legend of Bato Binaylo are the stones thrown by the two giants to the waters between the islands of Panay and Negros. These stones represent power because each islet formed was named based on the manner it landed on the water. As stated in this narration, "Giant Lumawag from Panay threw a stone slowly and named this Bundulan (Weak)" Due to his too much anger with Iskalante, Lumawag threw another stone and named this Himal-os and gave his promise to protect this island from the giants of the seas and lands."

From the mythological Legend of the Three Peaks of Millan, the sprouting of the three mountains symbolizes the commitment promised by the three princes never to leave Miliana. The narration states that "the three were filled with grief and vowed to watch over the grave of Princes Miliana. They remained there watching until several days their dead bodies were also discovered."

Symbols in the narratives are commonly drawn from the daily existence of the Guimarasnons, for the stories narrated speak of such. The symbols in the Guimarasnons stories, hence, appear and sound like "reminders". An island is a reminder of "great love" or maybe of "sin", or of what these objects and actions mean and stand for in the daily lives of the natives.

f. Lessons Learned in Life Theme

Theme is a salient abstract idea that emerges from a literary work's treatment of its subject-matter, or a topic recurring in a number of literary works. While the subject of the work is described concretely in terms of action (e.g. 'the adventure of the newcomer in the city'), its theme or themes will be described in more abstract terms (e.g. love, war, revenge, betrayal, fate, etc), (Baldick, 1996).

Many of the legends which narrated the heroic deeds of some people expressed lessons in life. In the Legend of the island of Guimaras, the theme one can derive from it is "**Love conquers all**". This is seen in the lines "when the ceremony was just starting, a young man suddenly rushed through the crowd and carried the bride away in his strong arms. He raced towards the sea and dived into the angry waves." This legend tells of the impossible love story between the couples. Defying the father of the woman and to be together forever, they have opted to die together. The theme of the Legend of Brgy. Getulio maybe expressed in this line, "**helping will endear you to others**." The legend states that, "Tio Tulio died of old age but he did not know that the place he had chosen as his residence was named after him. Getulio."

A tragic legend of Brgy. Ban-ban conveys that "**Love endures**." The story narrates that,

"at around 12:00 high noon there was a group of hunters who came over surprised of what they have seen on the situation of the dying couples while holding hands together with words coming out softly from their mouth. The husband said, "ban" calling which is the short of Iban and in the mouth of the dying wife also came out the word "ban" which is the short of Tiban."

In the same legend, another message is gleaned. It said, "**sometimes men are so cruel that they can afford to let others suffer without a cause**". The story lines read,

"the leader of the group ordered his men to take their animals but before that they asked Tia Iban to cook them breakfast before they leave. After they've eaten their breakfast the leader of the group ordered his men to take the couple and tie them to the post in front of their house under the heat of the sun and left them in that situation. Hours passed by and the heat of the sun became hotter and hotter and the couple could not bear it anymore and they fell on the ground."

Legends of islands and places also relayed lesson in life. In the legend of Brgy. Navalas, the message one can glean from it is, **"it is very sad to note that during the perilous times in your life you will be avandoned by people dear to you"**. As seen in the lines,

"it is a sad recollection among the old folks that because of the desertion of the faithful of the church in his hour of need, that the priest reportedly cursed the incident and struck his hand on the wall of the church which is said to have left its mark."

The message one can derive from the Legend of Slate Picados is that, "respect and good relationship with others cannot be bought by money". As stated in the story, "because of their wealth, the seven girls grew up proud and spoiled ladies. These attitudes caused the majority to dislike them and as a result Tipo Manuel and Tipo Clara also suffered the consequences of their neighbor's habit." Another legend which one can get a beautiful message in life is the Legend of Bray, San Roque. The legend seems to say that **"Faith in God could make the impossible possible"**. This is expressed in the lines,

"others believed that it could cure the ailing members of the family, such to their wonder and astonishment the ailing members of each household who were victims of the epidemic were cured after they have been visited and have kissed the image of the patron saint. From that time on the residents changed the name of Kalisungsungan to Brgy. San Roque."

In the Legend of Brgy. Salvacion, the theme it conveys is, **"all human beings have a tinge of compassion in their hearts even in times of war"**. The story tells that,

"while all the people were praying to the image suddenly Japanese officer arrived. The people watching in silence, breathless of what will be the command of the said officer. All has been that when the officer noticed the image at the altar, he smiled at the mother with child image of Nuestra Senora de Salvacion, and he commanded the Japanese soldiers to let the crowd go out safely. And all the women was last to go out, had seen that the Japanese officer got the baby Jesus the Nuestra Senora de Salvacion was holding by her arms, and kept it on his pocket by his heart. Since then the infant Jesus the image was holding is nowhere to be found."

The message one can get from the legend of Jordan is, **"God choose to show miracles to those people who have experienced hardships in life"**. This is portrayed in the character of the fisherman,

"One night, as he was fishing with the use of his hudhod, the fisherman prayed to God for a bountiful catch so that he could sell the fish and send his children to the hospital. However, to his surprise, he caught not a single fish. Instead, it was a piece of wood that was inside his net. He got the piece of wood and threw it far to the sea. But again and again, he caught nothing but that piece of wood. In frustration, he decided to bring with him that piece of wood and at home he was surprised that it was an image of a saint. Next morning he showed the image to the priest and the priest told him that it was the image of St. John the Baptist. They brought the image to the chapel and all the people prayed that they would be delivered from epidemic. It was then that a miracle that the sick were cured."

The legends collected under the category 'name of the place as simply described', however, appeared not to convey messages or themes. The name is based on the description of the place. As in the legend of Brgy. Lawi, the name was based from the shape of the river which looked like the tail of a rooster locally known as "Iwi". From then on the place was called "Lawi". This is also the same in the legend of Brgy. Bulwangan. The narration states that, "Ang barangay Buluangan gin tawag nga buluangan tungod sang una nga tiempo suno sa mga tigulang may daku nga puno nga gina-agyan sang daku nga baha kag nabulwang." The legend of Brgy. Sinapsapan also describes the place based on the event which,

"Before the Spanish dominion in the island, Brgy. Sinapsapan was then woodland. The main sources of food are hunting, lumber, and charcoal-making. The forest was so thick that people have abundant supply of wood for fuel enough storage of water and supply of foods were very enough to supply the peoples need. Because of the thick verdant trees, the natives were usually lost whenever they went hunting to the forest. So, they thought of a way to solve their problems. Whenever they went to the forest they made a clearing as their mark so that they could easily went out of the forest. Before they went inside they will cut trees, just the small ones had to chop into small pieces and while they continue their way, they left the chops of woods that serve as their mark that will guide them not to be lost. In the dialect they called the chop of woods as (sinapsap)."

For narratives are said to be replete of moral lessons. Particularly, in Hiligaynon folk narratives, one of the intentions of story-telling is to convey a moral lesson. This made folk narrative as didactic. Added to this is the context of the Hiligaynon folk narratives. They are told, particularly to children before they go to bed (Rabuco, 2006).

g. Validation of Historical Facts

One traditional approach to literature stresses the relationship of literature to its historical period - and for this reason, it has a long life. The historical approach investigates the relationship of this sort, including the elucidation of words and concepts that today's readers may not immediately understand. (Patron, 2002).

The setting for the legends which involved historical facts as in the legend of Brgy. Navalas, the time when the event happened was clearly stated as recounted by this narration which states that, "On May 27, 1856 Pope Pius IX, issued a Papal Bull creating the Bishopric of Salug (Jaro). The bull was enforced on October 10, 1857. The Bishop of Salug (Jaro) Mons. Mariano Cuatro was proclaimed on November 19, 1867." This is also true in the Legend of Roca Encantada, the date mentioned was, "In June, 1587, the Spanish galleon Santa Ana sailed from Cavite to Acapulco in Mexico". Another is the legend of Brgy. Lapaz which states that, "At the turn of 19th century when there was abundant rice harvest in some parts of Negros Occidental many farm laborers from the town of Guimbal, San Joaquin and Miag-ao, Oton and Igaras traveled between Iloilo and Negros island."

The place where the event happened is also specified as in the case of the legends described above. In the legend of Brgy. Navalas the narration states that, "Fr. Fernandez, wrote that since the early days of evangelization of the island of Panay, small villages were formed in Himal-us (Guimaras). These consisted of Nayup with St. Peter the Apostle as Titular Head/Saint. Nabihan, with St. John the Baptist as patron saint and Igang with St. Anne as patron saint." In the legend of Roca Encantada, places like Acapulco and Cavite were already mentioned. In the legend of Brgy. East Valencia, name of places such as Visayas was already stated as shown in the narration which states that, "Brgy. East Valencia was named during the invasion of the U.S. allied forces assigned to soften the Japanese resistance in the Visayas region during the Second World War." The place such as Manila, Acapulco and Iloilo were also mentioned in the story, "how Nueva Valencia got its name" which states that, "There was a regular "galleon trade" between Manila and Acapulco. Iloilo at that time was known as the "Fort of the Southern Archipelago."

The characters mentioned in the legends with historical facts were persons who have contributed to the preservation of the historical events of the places as mentioned in the stories. In the legend of Brgy. Navalas and Navalas church the names of Fr. Fernandez and Pope Pius IX were among those who were mentioned in the narration which states that, "Fr. Juan Fernandez, in his "Apuntes Historicos de la Isla de Panay" wrote a brief descriptive account of or background of Guimaras." The same is true with the legend of Brgy. East Valencia, wherein the name of Gen. Douglas Mc Arthur, a prominent person in the history was repeatedly mentioned in the narration which states that, "Troops of Gen. Douglas McArthur coming from the west of Panay island located the area of Nueva Valencia Guimaras." The same is true in the legend of Roca Encantada, the name of the pirate was mentioned in this narration which states that, "The pirate ship was under the command of an English buccaneer named Thomas Cavendish."

However, no recurring images were observed in the historical legends which can sum up to the identification of motifs in the narration. The plot structure varies. The symbols were those things which were embedded in the lives of the people. These things may have contributed to the uplift of the economic situation of the people involved in the story. This was observed in the Legend of Roca Encantada which mentioned in the narration of the story that, "In June, 1587, the Spanish galleon Santa Ana sailed from Cavite to Acapulco in Mexico richly laden with silk, damask, satin, oriental wares, and some 150,000 pieces of silver." In the legend of Brgy. Navalas and Navalas Church, the symbols were those things embedded in the daily lives of the people such as the church and all those things related to their worship activities such as the belfry, bell and others. The themes were also the same for the rest of the stories which were composed of lessons learned in life.

In the legend of Brgy. Navalas, the message one can glean from it is, "it is very sad to note that when during the perilous times in your life you will be abandoned by people dear to you." As seen in the lines, "it is a sad recollection among the old folks that because of the desertion of the faithful of the church in his hour of need, which the priest reportedly cursed the incident and struck his hand on the wall of the church which is said to have left its mark."

Nevertheless, what was clearly manifested by these legends was the validation of historical facts. The legend of Brgy. East Valencia, related how the group of the US and Allied forces who landed in this part of the country helped the people during the war as mentioned in this narration which states that,

"As the story told by an old folks, Brgy. East Valencia was named during the invasion of the U.S. allied forces assigned to soften the Japanese resistance in the Visayas region during the second world war. Troops of Gen. Douglas McArthur coming from the west of Panay island located the area of Nueva Valencia Guimaras."

The same is true in the case of the legend of Brgy. Navalas. The legend was not only a story relating what happened during the Muslims invasion of the island, but have validated the historical facts of how the catholic church and Catholicism was founded in the island, "The Diccionario Geografica-Estadistica Historico de las Islas Filipinas" by Manuel Busetá, cited that Guimaras was a town with its own curate and 1 gobernadorcillo under the Diocese of Cebu."

Thus, the theory of Hayden White, which suggests that our knowledge of the past is determined by a particular narrative configuration and that in talking about the past we tell stories, was strengthened and validated in the legends with historical facts. Although they were stories which talked about how the place got its name, in the process of such retelling, facts about its history was already embedded. White remarked further that:

"histories ought never to be read as unambiguous signs of the events they report, but rather as symbolic structures, extended metaphors, that 'liken' the events reported in them to some form with which we have already become familiar in our literary culture... By the very constitution of a set of events in such a way as to make a comprehensible story out of them, the historian charges those events with the symbolic significance of a comprehensible plot structure" (Bennet & Royle, 1999).

h. Affirmation of Socio-Cultural Values

From the sociological point of view, the term value refers to the expression of the ultimate end goals or purposes of social action considered desirable and important by the members of the society. It is also defined as something that is chosen from alternatives and is acted upon and enhances creative integration and development of human personality; it is whatever is actually liked, prized, cherished, esteemed, desired, approved, or enjoyed by everyone (Togon, 1996).

Legends and folktales were stories perceived to be true by the narrators, which described the daily activities of the people or certain events that happened in a socio-cultural context. Thus, values were manifested in the different legends collected. In the Legend of Guimaras, Value of Love Romanticized dominated the story line. The love felt by Maras for Guia may exemplify the Guimarasnon's passion for romantic love. In the legend, the action showed that,

"When the ceremony was just starting, a young man suddenly rushed through the crowd and carried the bride away in his strong arms. He raced towards the sea and dived into the angry waves. It rained the following day. Lightning and thunder took turns to add to the people's fear of the previous day's event. For one week, the people got worried of the weather condition in their place. At the end of the seventh day, Datu Paiburong looked out of the window and to his surprise, he saw a big mountain lying between Panay and Negros. The people, with the sad story of Guia still fresh in their minds, thought that the island was made of Gui and Maras. Now, the place is known as Guimaras."

Another type of love was manifested in the folktale, "Ang Muwa kag Tatlo Ka Bata", which is the love for brother or a sister,

"May tatlo ka mag-ulotod nga bata nga na-ilo kay ginpriso sang mga dalok nga Muwa ang ila nga ginikanan. Sila amu sanday Dimas, Krismas kag Hudas, kag sila na lang ang nagapang-abuhi nga tatlo. Isa sadto ka adlaw naglakat sila sa lasang kag nakakita sila sang puno sang batwan, nagsaka sila ginduhol una ang ila manghod nga si Hudas sa sanga sang batwan. Si Krismas ang sumunod, kag si Dimas nagsaka sa pinakamata-as ukon tuyoktukan sang batwan".

In the legend of Navalas, the Guimarasnon's "**value of faith and religion**" is also observed. Records stated that,

"Fr. Fernandez, wrote that since the early days of evangelization of the island of Panay, small villages were formed in Himal-us (Guimaras)". These consisted of Nayup with St. Peter the Apostle as Titular Head/Saint. Nabilhan, with St. John the Baptist as patron saint and Igang with St. Anne as patron saint. In 1748, the island was placed under the jurisdiction of Dumangas until 1751 when the Agustinian ceded it to the Jesuits. Philippines, cited that the Sub-Province of Guimaras which is vicariate of St. John the Baptist, includes Navalas which was founded in 1857 with its patron saint, St. John the Baptist. Thus, with the creation of Bishopric of Salug, the church of Navalas comes under this bishopric."

The Legend of Siete Picados, the Guimaraenons' **Value of Remorse**, is emphasized. That is stated in the following lines, "Quires believe that every midnight of the 7th day of the week sounds like the moaning of human beings could be heard from the place. Although it is probable that the winds produce such strange sounds, old people who have heard of the tale of the seven sinners are convinced that the sounds are the pleas of the seven (7) sinners asking to be freed from the punishment of the gods."

The **value of physical power** was also manifested in the mythological Legend of Bato Binaylo. The legend depicted the literal meaning of power. The two giants wanted to show off who among them was the strongest. They did this by throwing stones on the sea waters between the island of Panay and Negros. After giant Lumawag created the island of Himal-us(Guimaras), he promised to protect it; thus, showing his power by killing the giant fish sent by the Queen of the Ocean. The narration indicated that,

"Due to his too much anger with Iskalante, Lumawag throw another stone and named this Himal-os and gave his promise to protect this island from any giants of the seas and lands. On the following day, the Queen of the Ocean ordered the giant fish to do his duty. Lumawag saw a giant fish starting to destroy the islet and this was named "Tiphag". Lumawag got angry so much that he took with him his arrow and bow and sword and jumped near the giant fish. But he was seen by the Queen of the Ocean. "Lumawag," called the Queen, "if you will win the battle and kill the giant fish you will be strongest giant and I will not disturb this island anymore". So Lumawag jumped at the top of the fish and shoot his arrow aiming for the stomach which killed the fish. Lumawag took the heart and the liver of the fish and cut as well its tail. Then, all the parts of the fish' body slowly turned into a stone together with the umbrella of the queen called "Payong-Payong". The queen hurriedly left and went back home into the ocean. Lumawag jumped again into the sea to take a rest. He looked back to the place where he jumped into and this place became little Tinagong Dagat and they called this also as "Tabunan, Alo, and Guitob". Then he went back home to Naga-on. From the moment until now the island of Himal-os became Guimaras."

Legends which did not depict values were short legends. They merely stated the important event that occurred, like the Legend of Brgy. Igdarapdap which states that, "The name Igdarapdap as told by the early inhabitants of the barangay was derived from the name of the tree called "dapdap" which abound the place especially along the shore." Another example is the Legend of Brgy. Calaya, which states that, "The name was adapted due to the condition of the place especially during the summer season. The grasses mostly cogon for the early part of the dry season turns to brown and have an appearance of "laya" in local dialect. Hence, the name Calaya or roughly translated as so "dry". This was also observed in the Legend of Brgy. Canhawan which states that, "During the Spanish time our barangay was only a sitio of Brgy. Cabalagnan. Its origin came from the word "Hawan" which means "clean" the area was free from any trees because it is located in the seaside."

The folk stories of Guimaras island, as seen in the limited collection, depicted values that maybe seen to be common among the Guimarasnons as a group of people. These appeared that love, faith, remorse and physical powers predominate in the stories of the Guimaras island. Hiligaynon folk narrative clearly revealed the Ilonggos value system that which served as the criterion believed and lived by them in their daily lives. The intensity of love and love of God are obviously stressed (Rabuco, 2006).

The foregoing discussions above tend to indicate that myths, legends and folktales in the island of Guimaras stand on a particular form familiar to folk narratives, in general. Thus, they lend to the formalistic approach in literary analysis. The above discussions are results of the examination of the texts of the myths, legends and folktales in Guimaras island. It was an objective analysis of the motifs, devices and elements of the narratives as a literary art form ([Formalistic, www.literatureclassics.com/ancient_paths/litcrit.html](http://www.literatureclassics.com/ancient_paths/litcrit.html) Sept. 22, 2007). Consequently, the myths, legends and folktales of the Guimaras island, are found to indicate generality and specificity of place and generality and non-specificity of time for its setting. Their recurring motifs comprised of binary situations like love and war. The characterization is stereo-type, though there appeared, a variation in plot structure. The recurring symbols are embedded in the natives' daily lives. The themes verge on the lessons or moral messages one should be conscious of in life.

The same findings were elicited in viewing the literary texts as encoded with meaning and in focusing close attention to textual details (Structuralism, <http://www.brocku.ca/english/courses/4F70/struct.html> Sept. 22, 2005). The said findings also re-affirmed the archetypal form of myths, legends and folktales with symbols recurring often in folk narrative genre (Frye, (<http://www.library.utoronto.ca/util/glossary/html> Sept. 5, 2007).

The examination of the myths, legends and folktales in Guimaras island, likewise, revealed a validation of some historical facts in the island and an affirmation of the natives' socio-cultural values. This study on the myths, legends and folktales in Guimaras: A cultural heritage, therefore, conformed to the age-old literary-historical theory, that literature is related to historical context. Thus, histories maybe deciphered in symbolic structures and extended metaphors (Patron, 2002; Bennet and Boyle, 1999). This study extended such theory to include the social and cultural dimensions of literary art forms. Charles Sanders Pierce acknowledged that verbal and non-verbal things are signs and as signs, they are symbolic of their socio-cultural context.

References

Books

- Ardales, Venancio (2001) Basic Concepts and Methods in Research. Iloilo City: Concerns Inc.
- Baldick, Chris (1996) Oxford Concise Literary Terms. Oxford New University Press
- Bannet, Andrew and Nicholas Royle (1999) Introduction to Literature, Criticism and Theory Great Britain: Prentice Hall Europe
- Best, John W. and Kahn James V. (1998) Research in Education. New Jersey: prentice Hall
- Corpux, O.D. (1989) The Roots of the Filipino Nation: Quezon City: Aklas Foundation
- Croghan, Richard V. S. J. (2000). The Development of Philippine Literature in English (Since 1990). Quezon City: Phoenix Publishing House.
- Cuddon, J.A. (1986) A Dictionary of Literary Term. Great Britain: Hazel Watson and Viney Ltd.
- David, Fely P. (2002) Understanding and Doing Research: A Handbook for Beginners. Iloilo City: Panorama Printing Inc.
- Eagleton, teery (1996) Literary Theory: An Introduction. 2nd Edition. USA. The University of Minnesota Press
- Eugenio, Damiana L. (1993) Philippine Folk Literature – The Myth. Quezon City: UP Press
- Eugenio, Damiana L. (1996) Philippine Folk Literature – The Legends. Quezon City. UP Press

Thesis and Journals

Alba, L. F. (1968) The Utilization of Hilherto. Unpublished Legends and Foktales of Southern Negros Occidental as Source Materials in Reading for Immediate Grades in the Philippines*. Thesis, Central Philippine University.

Balmaceda, E. (1992) The Roles of Myths, Symbols, and Rituals in the Tingulan World view. Journal of the Graduate Schools of Arts and Sciences. Saint Louis University, Baguio City, Philippine, Vol. XIII, No. 1

Belosillo, A. D. (1971) The Theme of Allentafion in the Short Stories of Bienvenido Santos, Thesis, University of San Agustín, Ilollo City

Cabillng, M.A. (2002) Mga Kondemporaryong Kwentong Jiligaynon, Pagasalih at Pagasusuri (Kontribusyon as Pagbuo ng Awtenikong Kanon ng Chubansang Panitikan) Thesis, University of San Agustín, Ilollo City

Estrella, P.C. (2000) Sumorory. A Historical Leader or a Myth? Taulang. Journal of Centre for Samar Studies Volume III, No. 1. University of Eastern Philippines.

Fresnido, J.M. (1997) Selected Composes from Penay. Journal of the Villanova Institute for Social Research and Cultural Studies. Vol. 2, No. 97 University of San Agustín, Ilollo City, Philippines

Hornedo, F. H. (1994) Bago Mythology and the Ecosystem, Journal of the Graduate School of Arts and Sciences, Vol. XXV, No. 1 Saint Louis University, Baguio City, Philippines.

Horedo, F.H. (1982) Why Folklore and Traditional Oral Literature. Journal of the Graduate, Vol. XIII. No. 1 - 2. Saint Louis University, Baguio City, Philippines

San Jose, R.Y (1992) Daidad – at. Some Notes on Kankenai/Folktales. Journal of the Graduate School of Arts and Sciences. Saint Louis University, Baguio City, Philippines

Problems of the First Year College Students

Lilan Diana B. Parreño
Domingo G. Umani, Jr., Ph.D.

ABSTRACT

The research study was conducted to determine the problems confronting the GSC college students. The descriptive method of research was used in the study. The respondents of this study were the 26% students randomly selected from the total population of the GSC first year college students enrolled for second semester of AY-2006-2007 using the Slovin formula. The needed data in this study was gathered using the checklist of problems used by the guidance Office in determining the problems of the students, upon identification of the respondents, they were grouped according to their course, year and section for an easy administration of the study. The conduct of the study was done in March 2006. The statistical tools used were frequency counts, percentage, mean and ranking. Results revealed that majority of the respondents had ages ranging between 23 years old and below, majority were female with family income below PS2000.0 per month. The issues and concerns among the problems of the college students of c350 which need to be given attention were academic problems which ranked first, followed by personal problems, then by health problems, social problems, family problems and problems regarding religion which got the lowest mean responses. Despite the fact that divorce is not practiced and not tolerated in the country especially in the rural area like euphemas, but yet 10.11% of the total respondents have broken families. This situation needs to be looked into closely as well as teachers should be aware of the students' predicament so that they can handle students' feelings inside the classrooms whenever discussions regarding family relations crop up.

Introduction

College students in the course of their daily activities have encountered problems. These problems are connected with their association with their fellow students, friends, family members and the rest of their immediate environment where they belong.

There are many areas where problems occur. It could either be that social problems are related to studies, health, personal, social, religious practices and family. These problems if not shared or acted upon could lead to a more serious one or even fatal one. Coping mechanisms of the young people at the present times are so weak. High and increasing suicidal cases among young people had been recorded. This situation is alarming if not acted upon.

Problems like this brought about by social pressures and other forces in the environment, should be addressed with appropriate solution. Since, students spent eight hours or majority of their waking time at school, there is a need to determine and identify their problems so that the school authorities especially the guidance office could help them cope with the critical situation they are facing there is a need to empirically determine the reasons or causes of these problems.

Objectives of the Study

The major purpose of this study was to determine the problems confronting the GSC college students.

Specifically, this study sought answers to the following:

1. What is the profile of the GSC first year college students for AY 2006-2007?
2. What are the prevalent problems encountered by the first year college students?
3. What are the issues and concerns to be addressed with regard to the problems of the college students?

Methodology

The descriptive method of research was used to determine the problems confronting the GSC college students. The descriptive survey technique was employed in this study.

The respondents of this study were randomly selected from the total population of the first year GSC college students enrolled for second semester of AY 2006-2007. The data on the number of the students per course enrolled during the school year was taken from the Registrar's Office.

The students were randomly selected from the total population per course with the use of Slovin formula in determining the sample size.

The needed data in this study was gathered using a checklist of problems used by the Guidance office in determining the problems of the students. The questionnaire was formulated and designed to determine the problems confronting the GSC college students. The questionnaire was composed of two parts. Part 1

includes items on the personal information of the respondents such as name, age, gender, course, year level and parents monthly income. Part II included questions that determined the problems confronting the GSC first year college students in the areas of academic, family, social, health, personal, and religious practices. Since this is already a standardized test, no validation and reliability testing was done.

The checklist of problems was distributed to the respondents. The schedule of the students was taken from the records of the school. Upon identification of the respondents, they were grouped according to their course, year and section for an easy conduct of the study. The conduct of the study was done for one whole month in March 2006. After 3 days the questionnaire were retrieved from the respondents.

The statistical tools used were frequency counts, percentage, mean and ranking.

Results and Discussion

Table 1 presents the personal information of the respondents. Results revealed that majority of the respondents have ages ranging from 23 and below or collectively classified as young with 219 or 82.02% of the total respondents. Those having ages ranging 23 and above numbered only 11 or 4.14%. However, there were 37 or 13.86% who did not indicate their ages.

Majority of the respondents were female with a total number of 148 or 55.43%, while 88 or 32.96% were male and there were 31 or 11.61% who did not indicate their gender.

In terms of family income, majority or 195 (73.03%) of the respondents have an income of P5,000.00 and below, 29 or 10.86% have a family income of P5,001.00 - 10,000.00 and only 15 or 5.62% of the respondents have a family income of P10,001.00 and above. However, 28 or 10.49% respondents did not indicate their family income.

Out of the 267 first year college students, 25 or 9.36% came from the School of Education, 69 or 25.84% from the school of Hotel and Restaurant Management, 67 or 25.09% from the School of Business Administration, 50 or 18.74% from the School of Information Technology and 56 or 20.97% from the School of Industrial Technology. The identification of the respondents was based on the enrollment of these schools during the second semester of AY 2006-2007.

Table 1
Personal Profile of the Respondents (N = 267)

Profile of Respondents	Frequency	Percentage (%)
Age:		
Young (below 23 years)	219	82.02
Old (23 years and above)	11	4.12
Did not indicate	37	13.86
Total	267	100
Gender		
Male	88	32.96
Female	148	55.43
Did not indicate	31	11.61
Total	267	100
Income		
5,000.00 - below	195	73.03
5,001.00 - 10,000.00	29	10.86
10,001.00 - up	15	5.62
Did not indicate	28	10.49
Total	267	100
Courses		
Education	25	9.36
BSHRM	69	25.84
BSBA	67	25.09
BS Info Tech	50	18.74
BSIT	56	20.97
Total	267	100

Table 2 presents the academic problems of the GSC First Year College students. Results revealed that academically, students are 'worried about their grades' with 146 responses or 54.68% (rank 1), this was followed by the problems on their "lack of study habits" with 142 responses or 53.18% which ranked second. This was followed further by the problems "lack in concentration" with 131 responses or 49.06% and this ranked third. The students also felt the burden of "too many projects" with 116 or 43.44% responses. This ranked fourth. The problem "lacking time for study" ranked fifth with 106 or 39.70 responses.

The students' academic problems which fall at the bottom of the list or can be considered as their least problems were "teachers get angry when asked" with only 12 responses or equivalent to 4.49%. Next to this was the problem "unfair grading practices" with 23 responses or 8.61% while "wanting to quit school" and "school too strict" both got 26 responses or 9.74%. "Unapproachable teachers", "not getting along with some teachers", "not getting along with some classmates" and "subjects not meaningful" got 28 responses each or 10.49%.

Problems on "unable to express self", lack of class discussion", "adjusting to new school", "lacking place for study", "afraid to speak", "too many activities", "trouble with oral report", "trouble with written work", "dull classes" and "difficulty in understanding readings" got responses ranging from 40-80 or the number of students who responded to these problems do not belong to top five or the bottom five. The mean number of students who responded to problem under academic performance was 59.58%.

Table 2
Academic Problems of the First Year College Students (N = 267)

Academic Problems	Frequency	Percentage (%)	Rank
1. Worrying about grades.	146	54.68	1
2. Lacking in study habits.	142	53.18	2
3. Lacking in concentration.	131	49.06	3
4. Trouble with too much project.	116	43.44	4
5. Lacking time for study.	106	39.7	5
6. Lacking text books.	80	29.96	6
7. Being afraid to speak.	73	27.34	7
8. Too many activities.	58	21.72	8
9. Unable to express self.	51	19.1	9
10. Adjusting to new school.	50	18.73	10.5
11. Trouble with oral report.	50	18.73	10.5
12. lacking place to study.	49	18.35	12
13. Lack of class discussion.	47	17.6	13.5
14. Difficulty in understanding readings	47	17.6	13.5
15. Dull classes.	45	16.85	15
16. Trouble with written work.	40	14.98	16
17. Subjects not meaningful.	28	10.49	18.5
18. Not getting along with some classmates.	28	10.49	18.5
19. Not getting along with some teachers.	28	10.49	18.5
20. Unapproachable teacher/s.	28	10.49	18.5
21. School too strict.	26	9.74	21.5
22. Wanting to quit school.	26	9.74	21.5
23. Unfair grading practices.	23	8.61	23
24. Teacher gets angry when asked.	12	4.49	24
Mean	59.58		

Data in table 3 presents the problems encountered by the respondents with regard to their families. Results revealed that students felt that their "parents are sacrificing too much" with 84 responses or equivalent to 31.46%. This ranked first. This was followed by their "need to have more freedom" with 63 responses or equivalent to 23.59%. The third was, "parents don't understand" with 55 responses or equal to 20.59%. The fourth was "parents expects too much" with 46 responses or equal to 17.23%. "Parents too strict" ranked fifth with total responses of 44 or 16.48%.

The problems found at the bottom of the list were "problem with mother" with 15 responses only or 5.62% followed by "parents are gambling" with 16 responses or 5.99%. "Death in the family" got 18 responses or 6.74%. "Problem with brothers, with sisters, and with father got 23, 25 & 33 responses or 8.61, 9.36 and 12.36% respectively. Problem on "broken home" got relatively high percentage of 10.10% or 27 responses.

Problems like "sickness in the family", "lack of family concern", "too much work at home", "problem with father", "treated like a child" and "broken home" have responses ranging from 30-43 and they are found in between the top 5 and the bottom 5 of problems of the students. However, the responses of 27 for broken family were relatively high considering that Guimaras province is rural and not urbanized. It was observed that the mean responses under family problem were only 37.38%.

Table 3
Family Problems of the First Year College Students (N = 267)

Family Problems	Frequency	Percentage (%)	Rank
1. Parents sacrificing too much	84	31.46	1
2. Need more freedom	63	23.59	2
3. Parents don't understand	55	20.59	3
4. Parents expect too much	46	17.23	4
5. Parents too strict	44	16.48	5
6. Sickness in the family	43	16.1	6
7. Lack of family concern	38	14.23	7.5
8. Too much work at home	38	14.23	7.5
9. Problem with father	33	12.36	9
10. Treated like a child	30	11.23	10
11. Broken home	27	10.11	11
12. Problem with sister	25	9.36	12
13. Problem with brother	23	8.61	13
14. Death in the family	18	6.74	14
15. Parents are gambling	16	5.99	15
16. Problem with mother	15	5.62	16
Mean	37.38		

Data in table 4 presents the health problems of the first year college students of Guimaras State College. Results revealed that the health problems which ranked first among them were "lacking in sleep" with 94 responses or 35.21%; "frequent headache" with 61 responses or 22.85%; "tiring easily" ranked third with 53 responses or 19.85%, followed by "allergies" which ranked fourth with total responses of 52 or 19.48%, and "trouble with eyes" ranked fifth with 49 responses or 18.35%.

The least health problems among first year college students which ranked 15th and at the bottom of the list was "physical handicaps" with only 6 responses or 2.25%, 14th was "trouble with ears" with 13 responses or 4.87%, followed by "frequent stomachache" and being overweight with 16 responses each of 5.99%. "Frequent cold/coughing" ranked 11th with a total responses of 22 or 8.24%.

Other health problems that they have suffered were "not eating regularly", "toothache", "not eating the right kind of food", "getting sick often", and "being underweight" have total responses ranging from 35-48 (13.4-17.98%). It was observed that the mean response under health problem was only 39.73%.

Table 4
Health Problems of the First Year College Students (N = 267)

Health Problems	Frequency	Percentage (%)	Rank
1. Lacking in sleep	94	35.21	1
2. Frequent headache	61	22.85	2
3. Tiring easily	53	19.85	3
4. Allergies	52	19.48	4
5. Trouble with eyes	49	18.35	5
6. Not eating regularly	48	17.98	6
7. Toothache	47	17.6	7
8. Not eating the right kind of food	44	16.48	8
9. Getting sick often	40	14.98	9
10. Being overweight	35	13.11	10
11. Frequent colds/coughing	22	8.24	11
12. Frequent stomachache	16	5.99	12.5
13. Being underweight	16	5.99	12.5
14. Trouble with ears	13	4.87	14
15. Physically handicapped	6	2.25	15
Mean	39.75		

Data in table 5 presents the social problems confronting the first year college students. Results revealed that "needing time for self" ranked number 1 with 76 or 28.46% of the respondents who said so. This was followed by "lacking in leadership ability" and

"lacking in social skills" which tied for rank number 2. "Lack of time for leisure" ranked 4th with 59 responses or 22.09%. "Prefer to be alone" got 32 responses or 11.99% and ranked fifth.

Among the social problems which belonged to the bottom of the list, "too submissive" ranked number 13. "Friends not accepted" and "no interest in groups" with 13 responses each or 4.8%, ranked 11.5. "Too aggressive" and "desiring to break off with some friends" followed next with 23 responses or 8.6%. It was observed that the mean of responses under social problems was only 36.59.

Table 5
Social Problems of the First Year College Students (N = 267)

Social Problems	Frequency	Percentage (%)	Rank
1. Needing time for self.	76	28.46	1
2. Lacking in leadership ability.	71	26.59	2.5
3. Lacking in social skills.	71	26.59	2.5
4. Lack of time for leisure.	59	22.09	4
5. Prefer to be alone.	32	11.99	5
6. Don't get along with some classmates.	30	11.23	6.5
7. Awkward in social situation.	30	11.23	6.5
8. Not mixing well with opposite sex.	24	8.99	8
9. Desiring to break off with some friends.	23	8.61	9.5
10. Too aggressive.	23	8.61	9.5
11. No interest in groups.	13	4.87	11.5
12. Friends not accepted.	13	4.87	11.5
13. Too submissive.	12	4.49	13
Mean	36.69		

Data in table 6 presents the personal problems of the GSC first year college students. Results revealed that having "no regular allowance" ranked number 1 among the problems listed with 115 responses or 43.07%. This was followed by "lacking in self-confidence" which ranked second with a total response of 102 or 38.20 %. This was followed by both being "timid or shy" and "worried about what others would say" which have a total responses of 101 or 37.83%. These ranked 3.5. "Being misunderstood by others" ranked fifth with 84 responses or 31.46%.

On the other hand, personal problems among college students which are found at the bottom of the list were "wanting to be more popular" with 16 responses or 5.99%. This ranked last or 24th in the list of students' social problems. This was followed by "I dislike rules, orders, or discipline" with 21 responses or 7.8% and ranked 23rd. "Avoid speaking to a group" ranked 21st with 28 responses or 10.49% and "worried about sex" ranked 20th with 30 responses or 11.24%.

Those personal problems such as "I need understanding and affection", "feeling depressed", "in love", "can't go away with barkadas", "I like to write better than to talk", "needing a more pleasant personal appearance", "feeling bored or lonely", "easy go lucky", "often nervous", "afraid of death", "often irritable", "I hesitate to make decisions", "tendency to day-dream when studying", "not allowed to have a steady" those found in between the top 5 and bottom 5 in the ranking with responses ranging from 31-79. It was observed that the mean responses under personal problems were only 55.13.

Table 6
Personal Problems of the First Year College Students (N = 267)

Personal Problems	Frequency	Percentage (%)	Rank
1. No regular allowance	115	43.07	1
2. Lacking in self-confidence	102	38.2	2
3. Timid or shy	101	37.83	3.5
4. Worried about what others say	101	37.83	3.5
5. Being misunderstood by others	84	31.46	5
6. I need understanding and affection	79	29.59	6
7. Feeling depressed	56	20.97	7.5
8. In love	56	20.97	7.5
9. Can't go away with "barkadas"	55	20.6	9
10. I like to write better than to talk	54	20.22	10
11. Needing a more pleasant personal appearance	53	19.85	11
12. Feeling bored or lonely	52	19.48	12
13. Easy go-lucky	47	17.6	13
14. Often nervous	45	16.85	14.5
15. Afraid of death	45	16.85	14.5
16. Often irritable	44	16.48	16.5
17. I hesitate to make decisions	44	16.48	16.5
18. Tendency to day-dream when studying	39	14.61	18
19. Not allowed to have a steady	31	11.61	19
20. Worried about sex	30	11.24	20
21. I am always in bad mood	28	10.49	21
22. Avoid speaking to a group	23	8.61	22
23. I dislike rules, order or discipline	21	7.87	23
24. Wanting to be more popular	16	5.99	24
Mean		55.13	

Data in table 7 presents the problems of the first year college students with regard their religious practices. Results revealed that "wanting to understand more about the bible" rank

number with 91 responses or 34.08%. This was followed by "lacking in faith" rank second with 48 responses or 17.98%. "Religious conflict" rank third with 31 responses or 11.61. The mean responses on the problems regarding religion were 56.67. When students were asked whether they would like to talk to someone else about their problems, 140 or 52.43% said no and 19 or 7.12% have no answer.

Table 7
Problems Regarding Religion of the First Year College Students

Problems with Religion	Frequency	Percentage (%)	Rank
1. Wanting to understand more about the bible	91	34.08	1
2. Lacking in faith	48	17.98	2
3. Religious conflict at home	31	11.61	3
Mean	56.67		

Data in table 8 presents the person whom the respondents wanted to share their problems. Foremost in the list were their friends with 55 or 39.29% responses, followed by guidance counselors with 31 responses or 22.14%, family members who could either be their parents and sister in-law have 29 responses or 20.71%, adviser have 12 or 8.57% responses, others with 11 or 7.86% and the least was either a pastor or a nun with 2 responses or 1.43%.

Table 8
Persons Respondents Wish to Confide Their Problems (N = 140)

Persons to Confide	Frequency	Percentage (%)	Rank
Friends	55	39.29	1
Guidance Counselor	31	22.14	2
Family members (Mother, Father, Sister, etc.)	29	20.71	3
Adviser	12	8.57	4
Others (Dr. Galiza, pet cat, in writing, girlfriend, self)	11	7.86	5
Pastor/Nun	2	1.43	6
Total	140	100	

Data in table 9 presents the issues and concerns among the problems of the college students of GSC which needs to be addressed or given attention. Results revealed that many of the students responded on the area of academic problems with the mean responses of 140, followed by personal problems with 105 mean responses, health problems with 69 responses, social problems with 68 responses, family problems with 67 responses and problems regarding religion with 57 responses.

Table 9
Issues and Concerns Among the Problems of the College
Students (N = 267)

Problems	Frequency	Percentage (%)	Rank
A. Academic Problems			
1. Worrying about grades	146	54.68	
2. Lacking in study habits	142	53.18	
3. Lacking in concentration	131	49.06	
Mean	140	52.31	1
B. Personal Problems			
1. No regular allowance	115	43.44	
2. Lacking in self-confidence	102	38.2	
3. Worried about what others would say	101	37.83	
4. Timid or shy	101	37.83	
Mean	105	39.32	2
C. Health Problems			
1. Lacking in sleep	94	35.21	
2. Frequent headache	61	22.85	
3. Getting tired easily	53	19.85	
Mean	69	25.97	3
D. Social Problems			
1. Needing time for self	76	28.46	
2. Lacking in leadership ability	71	26.59	
3. Lacking in social skills	71	26.59	
4. Lacking time for leisure	54	22.19	
Mean	68	25.96	4
E. Family Problems			
1. Parents sacrificing too much	84	31.46	
2. Need more freedom	63	23.59	
3. Parents don't understand	55	20.59	
Mean	67	25.21	5
F. Problems Regarding Religion			
1. Wanting to know more about the Bible	91	34.08	
2. Lacking in faith	48	17.98	
3. Religious conflict at home	31	11.61	
Mean	57	21.22	6

In terms of academic problems the respondents worry most about their grades, followed by lacking in study habits and lacking in concentration. For their personal problems, having no regular allowance disturbed them most followed by lacking in self-confidence, with regard to their health problems, the respondents were worried most easily. For their social problems, the respondents were very concerned in social skills or graces and lacking time for leisure. With regards to their family problems, the respondents were worried most about their parents sacrificing too much, followed by needing more freedom and parents cannot understand them. With regard to their problems regarding religion, the respondents are worried most about wanting to know more about the bible, lacking in faith and religious conflict at home.

The significant findings were as follows:

1. Results revealed that majority of the respondents have an ages ranging from 23 and below or collectively classified as young.
2. Majority of the respondents were female.
3. Majority of the respondents have a family income of P5, 000.00 and below a month.
4. Majority of the respondents come from the School of Hotel and Restaurant Management and Business Administration.
5. In terms of academic problems, "worried about their grades" ranked first, followed by "lack of study habits" and "lack in concentration" ranked third.
6. As regard to problems with the family, their number one problem was "parents are sacrificing too much" followed by "need to have more freedom" and "parents don't understand" ranked third. Although problem on "broken home" ranked only number eleven (11) or 27 students out of 267 respondents (10.11%), however, this number is little bit high considering that divorced is not practiced in our country and Guimaras is not highly urbanized province.
7. In terms of health problems, respondents replied "lacking in sleep" as their number one problem, followed by "frequent headache" and "tiring easily" which ranked third.
8. With regard to social problems, "needing time for self" ranked number one (1) followed by "lacking in leadership ability" and "lacking in social skills" which tied as rank number two (2) and "lack of time for leisure" ranked fourth.
9. In terms of the students' personal problems, "no regular allowance" ranked number one (1), followed by "lacking in self-confidence" ranked number two (2) "timid or shy" and "worried about what others would say" both ranked third.
10. With regard to the students' religious practices, "wanting to understand more about the Bible" ranked number one (1) followed by "lacking in faith" ranked number 2 and "religious conflict" ranked number 3.

11. Majority of the respondents said, that they would like to talk to someone else about their problems. They wanted to share is with friends, guidance councilor/s, family members who could either be their parents and sister in-law, classroom, pastor and nun in a descending order.

12. The issues and concerns among the students of the college students of GSC which needs to be addressed or given attention, academic problems ranked first, followed by personal problems, followed by health problems, social problems, family problems and problems regarding religion which got the lowest mean responses.

Conclusions

1. That the ages of most of the first year college students ranges from 23 years and below, majority were female with family income below P5,000.00 per month;

2. That the students suffer lots of problems especially in the areas of academic, personal and religion having majority of the students responding to them.

3. That the issues and concerns among the problems of the college students of GSC which need to be given attention were academic problems which ranked first, followed by personal problems, followed by health problems, social problems, family problems and problems regarding religion which got the lowest mean responses.

4. That even though divorce is not practiced and not tolerated in the country especially in the rural area like Guimaras, but 10.11% of the total respondents have broken home and this situation needs to be looked closely as well as teachers should be aware of the students predicament so that they can handle students feelings inside the classroom whenever discussions regarding family relations cropped up.

Recommendations

1. For the school to look for more benefactors so that deserving students having a family income of less than P5, 000.00 a month will be able to avail of scholarship grants so that the burden of paying their tuition fees will not be upon the shoulders of their parents.

2. For the Guidance office to look individually into the problems of the students especially those which ranked one (1) to five (5) so that they could extend appropriate guidance activities in such a way that the students will look into the problem areas with a different eye and will be able to feel that these problems are not a burden, rather a challenge that they should conquer.

3. For the Guidance Counselor to conduct students' orientation, seminars/talks on family and social problem awareness so that the coping mechanisms of the students will be made stronger.

References

Books and Journals

- Calderon, Jose P. et. al., 1993. *Methods of Research and Thesis Writing*. Metro Manila: National Bookstore, 1993.
- Catalan, Eric P. 2006. *A Collection of Theories and Theorists*. Unpublished Instructional Materials, Guimaras State College. Buenavista, Guimaras.
- Fraenkel, Jack R. and Wallen, Norman E. 1994. *How to Design and Evaluate Research in Education*. Philippine Copyright Mc-Graw-Hill Book Company.
- Good and Scates as cited by Laurentina Paler-Calmorin and Melchor A. Calmorin. 1995. *Methods of Research and Thesis Writing* (Quezon City: Rex Bookstore, Inc.
- Padtoc, Irene A. "Adjustment Problems and Coping Patterns of First Year College Students", *St. Louis University Research Journal*, Vol. 35 No. 2, Dec. 2004.
- Sanches, Custodiosa A. and Fe B. Agpaoa, Fe B. 1997. *Contemporary Social Problems and Issues*. Mandaluyong City: National Bookstore.
- Statistical Package for Social Science Research Documentation, SD-ROM. October, 1997. New York: Microsoft Corporation.
- The New International Webster's Comprehensive Dictionary of the English Language. 1998. USA: Trident Press International.
- Tulio, Doris D. 2000. *Psychological, Anthropological and Sociological Foundations of Education* (Book 1). Quezon City: National Bookstore.
- Zulueta, Francisco M. & Dolores B. Liwag, Dolores B. 2001. *Social Problems and Issues in the Philippines*. Mandaluyong City: National Bookstore.

Related Studies

- Arroza, Rodolfo. O.S.A. Problems of High School Student, Master's Thesis Presented to the Faculty members of the University of San Agustin, Graduate School, 1972.
- Fanega, Erlinda G. "An Analysis of the Common Problems of 1979-1980 Intermediate Pupils of Bacolod City", Masters Thesis presented to the Faculty of the Graduate School, WVCST, Iloilo City, 1981.
- Lorenzo, Romeo L. "Problems of College Students at the University of Iloilo" An Action Research presented to the Faculty members of the West Visayas State University, 2001.
- Oñas, Ninfa R. "The Problem in Relation to the Personality Traits of the Junior and Senior High School Students of the Aklan Agricultural College SY 1979-1980." Masters Thesis presented to the Faculty, WVCST Graduate School, Iloilo City, March 1981.
- Padtoc, Irene A. "Adjustment Problems and Coping Patterns of First Year College Students, St. Louis University Research Journal, Vol. 35 No. 2, December, 2004.

Student's Level of Awareness and Acceptance of the Guimaras State College (GSC) Vision and Mission, Goals of the School of Education and Program Objectives of BSED and BEED

Jo Ann T. Gerada
Teresita E. Parra
Josie H. Gaitano

ABSTRACT

The research study was conducted to determine the level of awareness and acceptance of the BsEd and BsEd standards of Guimaras State College for the First Semester-AT 2006-2020 about the vision, mission, goals and objectives of the college. The study utilized the descriptive research methodology. The respondents of the study were the seventy-six (76) students from the School of Education, selected through purposive sampling. A researcher-made questionnaire was utilized in this study. The statistical tools used in this study were frequency count, percentage, mean and Pearson r. Results of the study revealed that most of the students from the school of education are young, female and single. There was a greater number of BsEd students as compared to BEED. Most of the students were very much aware of the VMGO except for the BEED students who are very aware of its program objectives. The sources of information of the vision and mission of GSC and goals of the School of Education and the program objectives of BSED and BEED were the handbook which ranked first followed by classroom instruction, bulletin boards, course syllabus, flyers, seminars, print materials and brochures. Relationship between the level of awareness and acceptance as to the mission and vision of GSC was interpreted as high correlation. As to the Goals of the School of Education, it was interpreted as moderate correlation, meaning the relationship is significant. There was a significant relationship that existed between the level of awareness and acceptance as to the program objectives of BSED as shown by the result as very highly perfect positive correlation. The relationship between the level of awareness and acceptance as to the program objectives of BEED was interpreted as moderate correlation, meaning there was a significant relationship.

Background of the Study

The first basic thing that an institution will do before it can formulate strategies, make plans and design programs, is that it should be clear about where it wants to go. This can be done only by establishing the vision, mission, goals and objectives.

The vision encompasses the institution's dream; the mission statement reflects the general overall directives where the institution is trying to achieve. Objectives and policies, in turn, reflect the manifold interests that have to be satisfied for the mission to be accomplished. The vision, mission, goals, and objectives should be understood, accepted, and assimilated by all concerned stakeholders.

Guimaras State College is committed to serve the people of the island province of Guimaras and the neighboring places. Inspiration is guided by its vision, mission, goals and objectives.

Ideally, students ought to be aware of the institution's vision and mission, goals and program objectives. Likewise, they need to understand and accept these to guide them to perform as expected and eventually reach their goals and the expectations of the college. However, it is observed that majority of the population are not aware about the vision, mission, goals and objectives of the college, or if they are, they have not truly come to realize the importance of living up to its ideals. Because of the foregoing reasons, the researchers were motivated to conduct the study.

Statement of the problem

This study aimed to determine the level of awareness and acceptance of the BSEd and BEEd students of Guimaras State College for the First Semester AY 2008-2009 about the vision, mission, goals and objectives of the college. Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents as to:
 - a. age
 - b. sex
 - c. civil status
 - d. course
2. What is the level of awareness of the VMGO of GSC as whole and according to variables of age, sex, civil status and course?
3. What is the level of acceptance of the VMGO of GSC as whole and according to variables of age, sex, civil status and course?
4. What are the sources of information on the GSC vision, mission, goals of the School of Education and the program objectives of BSEd & BEEd?
5. Is there a significant relationship between the level of awareness and acceptance of the VMGO of the Guimaras State College?

METHODOLOGY

Research Design

This study utilized the descriptive research methodology. It seeks to find answer to the who, what, when, and how as this type of research describe a situation or given state of affairs in terms of specified aspects or factors. What may be described are characteristics of individual as group or physical environments or condition (David, 2002).

Respondents of the Study

The respondents of the study were the seventy six (76) students from the School of Education selected through purposive sampling.

Data Gathering Instrument

A researcher made questionnaire was utilized in this study composed of two parts. Part I solicit the personal profile of the respondents and part II was the questionnaire on the level of awareness, level of acceptance and source of information.

Data Gathering Procedure

The researchers personally distributed and gathered the questionnaires to the respondents. The researchers made sure that the respondents had accessed the available source of information on the vision, mission, goals and objectives of the college to really measure their awareness and acceptability.

Statistical Tools Used

The statistical tools used in this study were frequency count, percentage, mean and pearson r.

Results and Discussions

Profile of the Respondents

Data in Table I showed the profile of the respondents from the School of Education. Results revealed that out of 76 respondents belongs to age bracket 16-23, 69 (90.79%) followed by 24-31, 5 (6.58%) followed by age bracket 32-40 2, (2.63%). The results revealed that most of the students from the School of Education are young and only few are old.

Results further showed that out of 76 respondents 12 or 15.8% are male and 64 or 82.2% are female. It revealed that there are more female education students than male education students. As to the civil status of the respondents, results revealed that out of 76 students only 2 or 2.6% are married and 74 or 97.4% are single. Results also revealed that out of the 76 respondents, 39 or 51.3% are enrolled in BSSED and 37 or 48.7% are enrolled in BEED.

Table 1
Profile of the Respondents

Categories	Frequency	Percent
Age		
16-23	69	90.79
24-31	5	6.58
32-40	2	2.63
Total	76	100
Sex		
Male	12	15.8
Female	64	84.2
Total	76	100
Civil Status		
Single	74	97.4
Married	2	2.6
Total	76	100
Course		
BSSED	39	51.3
BEED	37	48.7
Total	76	100.0

Data in table 2 shows the level of awareness of the respondents according to age. It was found out that respondents age 16, 17, 19, 22, 23 were very much aware of the vision and Mission of GSC and Goals and Objectives of the School of Education. Respondents having an age of 18, 20 and 21 were very much aware of the Vision and Mission of GSC and Goals of the School of Education and very aware of the Program Objectives of the BEED; age 25 and 40 were very much aware of Vision and Mission of GSC and Goals of the Vision and mission of GSC, the Goals of the School of Education, and the program Objectives of BEED. It implies that most of the students were very much aware of the VMGO of the Guimaras Sate College as a whole.

Table 2
Level Of Awareness Of The VMGO Of GSC as a Whole and Accord-
ing to Variables of Age, Sex, Civil Status, and Course.

Age	Vision	Mission	Goals	Objectives BSED	Objectives BEED
16	5.00	5.00	4.30	4.30	4.30
17	4.8	4.80	4.70	4.70	4.30
18	5.00	5.00	4.30	4.63	3.75
19	4.80	4.80	4.50	4.50	4.33
20	4.80	4.84	4.42	4.70	3.78
21	4.83	4.83	4.67	5.00	4.00
22	5.00	5.00	5.00	5.00	5.00
23	4.50	4.75	4.75	5.00	4.50
24	3.00	3.00	3.00		3.00
25	5.00	5.00	5.00	5.00	
27	4.50	4.00	4.00	3.00	4.00
29	5.00	5.00	5.00		5.00
32	5.00	5.00	5.00		5.00
40	5.00	5.00	5.00	5.00	
Total	4.82	4.83	4.49	4.67	4.16

Legend: 1.00 - 1.80 = No Knowledge at all; 1.81 - 2.60 = Not fully aware; 2.61 - 3.40 = Aware; 3.41 - 4.20 = Much aware; 4.21 - 5.00 = Very much aware

Data on Table 3 reveals the level of awareness of the respondents in terms of sex. It was found out that male respondents were much aware of the Vision and Mission of GSC, the Goals of the School of Education, and the Program Objectives of the BSED and BEED, while the female respondents were very much aware of the Vision and Mission of GSC, the Goals of the School of Education, and the Program Objectives of the BSED and very aware of the Program Objectives of the BEED.

Table 3
Level of Awareness when Classified to Sex

Sex	Vision	Mission	Goals	Objectives BSED	Objectives BEEd
Male	4.58	4.67	4.67	4.63	4.25
Female	4.86	4.86	4.45	4.67	4.15
Total	4.82	4.82	4.49	4.67	4.16

Legend: 1.00 - 1.80 = No Knowledge at all; 1.81 - 2.60 = Not fully aware; 2.61 - 3.40 = Aware; 3.41 - 4.20 = Much aware; 4.21 - 5.00 = Very much aware

"Data in Table 4 shows the level of awareness of respondents classified as single or married. It was found out that single respondents were very much aware of the Vision and Mission of GSC, the Goals of the School of Education, and the program objectives of the BSED and very aware of the Program Objectives of the BEED. Married respondents were very much aware of the Vision and Mission of GSC, the Goals of the school of Education, and the Program Objectives of the BEED and very aware of the Program Objectives of the BSED."

Table 4
Level of Awareness when Classified to Civil Status

Civil Status	Vision	Mission	Goals	Objectives BSED	Objectives BEED
Single	4.82	4.82	4.47	4.68	4.13
Married	4.50	5.00	5.00	4.00	5.00
Total	4.82	4.83	4.49	4.67	4.16

Legend: 1.00 - 1.80 = No Knowledge at all; 1.81 - 2.60 = Not fully aware; 2.61 - 3.40 = Aware; 3.41 - 4.20 = Much aware; 4.21 - 5.00 = Very much aware

Data in Table 5 shows the level of awareness of the respondents classified according to course. It was found out that BSEd respondents were very much aware of the Vision and Mission of GSC, the Goals of the School of Education, and the Program objectives of the BSED. BEED students were very much aware of the Vision and Mission of GSC, the Goals of the School of Education, and very aware of the Program Objectives of the BEED

Table 5
Level of Awareness when Classified to According to Course

Course	Vision	Mission	Goals	Objectives BSED	Objectives BEED
BSEd	4.92	4.94	4.74	4.67	
BEEd	4.7	4.7	4.22		4.16
Total	4.82	4.82	4.49	4.67	4.16

Legend: 1.00 - 1.80 = No Knowledge at all; 1.81 - 2.60 = Not fully aware; 2.61 - 3.40 = Aware; 3.41 - 4.20 = Much aware; 4.21 - 5.00 = Very much aware

Sources of Information of the Guimaras State College Vision, Mission, Goals and Objectives (VMGO)

Table 6 presents the sources of information of the GSC Vision and Mission as well as the School of Education goals and Curricular Objectives. It could be gleaned from the table that student handbook ranks first followed by classroom instruction, bulletin board, course syllabi, flyers, signage, posters, newsletter and brochure. Other sources of information are Constitution and By Laws (CBL) of the Student Republic and Souvenir programs.

Table 6
Sources of Information of the GSC Vision, Mission,
Goals and Objectives

Sources	Respondents		TOTAL	RANK
	BEED	BSED		
a. Bulletin Board	34	34	68	3
b. Flyers	11	22	33	5
c. Signage	12	20	32	6
d. newsletter	10	14	24	8
e. brochure	1	4	5	10
f. Student Handbook	35	35	70	1
g. Course syllabi	31	35	66	4
h. Posters	15	16	31	7
i. Classroom Instruction	36	33	69	2
j. others	7	1	8	9

Relationship between the level of awareness and acceptance of the VMGO of the Guimaras Sate College

The pearson r result showed significant relationship existed in the level of awareness and acceptance as to the Vision of Guimaras Sate College as evaluated by the students. The computed r-value was .750, interpreted as high correlation. This meant that there was a significant relationship in the level of awareness and acceptance of the Mission of Guimaras State College as evaluated by the students.

Table 7
Relationship between the level of Awareness and Acceptance
as to the vision of the GSC

Vision of GSC (Awareness)	Vision of GSC (Acceptance)
Pearson r Correlation	.750**
Sig. (2-tailed)	.000
N	76

** Correlation is significant at the .01 level significance

The product moment Correlation coefficient showed significant relationships existed in the level of awareness and acceptance as to the Mission of Guimaras State College in Table 8. The computed r-value was .676, interpreted as high correlation. This means that there was a significant relationship in the level of awareness and acceptance as to Mission of Guimaras State College as evaluated by the students.

Table 8
Relationship between the level of Awareness and Acceptance
as to Mission of GSC

Vision of GSC (Awareness)	Vision of GSC (Acceptance)
Pearson r Correlation	.676**
Sig. (2-tailed)	.00
N	76

** Correlation is significant at the .01 level significance

The Pearson r result showed significant relationships existed in the level of awareness and acceptance as to the Goals of the School of Education as evaluated by the students in table 9 the computed r-value was .503 interpreted as moderate correlation. This means that the degree or strength of relationship is significant.

The result showed significant relationships existed in the level of awareness and acceptance as to the Program Objectives of BSED in table 12. the computed Pearson r value was .786 interpreted as very high perfect positive correlation. This meant that there was significant relationship in the level of awareness and acceptance as to the program Objectives of BSED. This meant that the students were aware and accepted the program Objectives of BSED.

Table 9
Relationship between the level of Awareness and Acceptance
as to Goals of the School of Education

Awareness	Goals (Education) Acceptance
Pearson r Correlation	.503**
Sig. (2-tailed)	.000
N	76

** Correlation is significant at the .01 level significance

The Pearson's r result showed significant relationships existed in the level of awareness and acceptance as to the Program objectives of BEED as evaluated by the BEED student in table 10. The computed r value was .427 interpreted as moderate correlation. This means that the students were very aware and did not only highly accept the program Objectives of BEED.

Table 10
Relationship between the level of Awareness and Acceptance
as to the Program Objectives of BSED

Objectives (BSED) Awareness	Objectives (BSED) Acceptance
Pearson r Correlation	.427**
Sig. (2-tailed)	.000
N	37

** Correlation is significant at the .01 level significance

Summary of the Findings

The significant findings were as follows:

1. The profile of the respondents.
 - a. The profile of the respondents as to age showed that out of the 76 respondents, 19 or 25% are at the age of 20 and 1 or 1.3% are (N) at the age of 24, 25, 29, 32, and 40, which implies that most of the students from the school of education are young.
 - b. There are a greater number of female students compared to male, that out of 76 students, 54 or 84.2% are female and 12 or 15.6% are male.
 - c. Majority of the students are single; out of 76, 74 are single and only two are married.
 - d. There is a greater number of BSED students as compared to BEED.

2. Most of the students were very much aware of the VMGO except for the BEED who are very aware of its program objectives.
3. Students very highly accepted the VMGO of the GSC as to sex, civil status, and course, while according to age, students highly accepted the vision and mission, goals of the School of Education, and program objectives of BEED.
4. The sources of information of the vision and mission of GSC and goals of the School of Education and the program objectives of BSED & BEED are the handbook which was first followed by classroom instruction, bulletin boards, course syllabus, flyers, signage, poster newsletters, and brochures.
5. Relationship between the level of awareness and acceptance as to the mission and vision of GSC was interpreted as high correlation. This means that there was a significant relationship that existed between the level of awareness and acceptance. As to the Goals of the School of Education, it was interpreted as moderate correlation, meaning the relationship is significant. There is a significant relationship that existed between the level of awareness and acceptance as to the program objectives of BSED as shown by the result as very highly perfect positive correlation. The relationship between the level of awareness and acceptance as to the program objectives of BEED was interpreted moderate correlation, meaning there is a significant relationship.

Conclusions

1. The profile of the students of the School of Education as to:
 - a. Age, most of the students are young with only a few who were old.
 - b. Sex, there is a greater number of female students compared to male from the School of Education.
 - c. Civil status, majority of the students of the School of education are single.
 - d. Course, most of the students are enrolled under BSED as compared to BEED
2. Level of Awareness of the VMGO according to:
 - a. Age, most of the students are very much aware of the vision and mission of the GSC, the program objectives of the school of Education, the program Objectives of BSED and very aware of the program of objectives of the BEED.
 - b. Sex, both female and male are very much aware of the vision and mission of GSC, Goals of the School of Education and program objectives of the BSED & BEED except for the female that very aware of the program Objectives of BEED.
 - c. Civil Status, single and married students from the School of Education are very much aware of the mission and vision of GSC and the Goals of the School of Education and very aware of its program objectives.
 - d. Course students from the school of education are very much aware of the vision and mission of GSC, goals of the School of Education and the program objectives of BSED & BEED. Most of the students are very much aware of the VMGO of Guimaras State College as a whole.

3. Level of Acceptance of the VMGO of GSC according to:

- a. Age, young and old students from the school of Education very highly accepted the vision and mission of GSC, the goals of the School of Education and Program objectives of BSED and BEED.
- b. Sex, both male and female, very highly accepted the Vision and Mission of GSC, the Goals of the School of Education, and Program Objectives of BSED and BEED.
- c. Civil Status, both single and married very highly accepted the vision and mission of GSC, the Goals of the School of Education and Program Objectives of BSED and BEED.
- d. The sources of information of the GSC vision, mission, and goals of the School of Education and the Program objectives of BSED and BEED are handouts, classroom instruction, bulletin boards, course syllabus, flyers, signage, posters, newsletters and brochures.
- e. There is a significant relationship between the level of awareness and acceptance of the VMGO of the Guimaras State College.

Recommendations

- a. Aside from continuing the present practices in disseminating the vision and mission of GSC, the goals of the School of Education and Program Objectives of BSED and BEED, students should be required to submit requirements in a template where the VMGO are part of it.
- b. Require students to memorize and internalize the goals of the School of Education.
- c. Increase the circulation of brochures, flyers, and newsletters to reach as many clienteles as possible especially the alumni and the community.
- d. Additional dissemination approaches will be utilized such as radio and TV advertisements.

References

Books

Fraenkel, J. and Wallen N. 1993. How to Design and Evaluate Research in Education, CA.

Subong, P. 2005. Statistics for Research. Manila: Rex Printing Co., 2005.

Webster International Dictionary. Ashland, Ohio.

Webster New Collegiate Dictionary

Unpublished Materials

Ambot, C. and Ohao, M. Awareness and Congruency of the Goals of the Graduate School, Unpublished Research Paper, WWCST, La Paz, Iloilo City, 2007

Gabinete, M., State Universities and Colleges External Campuses Profile and Readiness for Accreditation: Its Implication to Policy Formulation, Unpublished Doctoral Dissertation, Guimaras State College, Buenavista, Guimaras

Handbook

AACCUP Master Survey Instrument

AACCUP, Bulletin of Information 2004

TEACHING PERFORMANCE OF GUIMARAS STATE COLLEGE FACULTY AS PERCIEVED BY THE STUDENTS

Ethel P. Junco
Lilian Diana B. Parreño

The research study was conducted to determine the teaching performance of Guimaras State College faculty members as perceived by the students during the first and second semester of the school year 2005-2006.

The descriptive research design was used in this study. The respondents of this study were the forty-seven (47) permanent faculty members of Guimaras State College composed of deans, department heads, program chairs, professors, and instructors. The data on the actual performance of the faculty members as perceived by the students for the school year 2005-2006 was taken from the official Performance Rating of the Faculty conducted by the College per semester. The statistical tools used were frequency count, means, percentages, t-test, and one-way Analysis of Variance (ANOVA). The inferential statistics were set at a 0.05 level of significance.

The major findings of the study were: Majority of the faculty members were classified as old or having ages above forty-two (42) years old, female, married, more than 37 years in service, having teaching loads below 24 units per week, and were bachelor's degree holders with master's degree units. Most of the teachers were in salary grade 13.

In terms of levels of teaching performance, results revealed that as perceived by the students, Guimaras State College faculty members have outstanding performance according to categories of variables used.

There were no significant differences in the level of the teaching performance as perceived by the students when categorized under the independent variables used.

There were no significant relationships in the level of the teaching performance as perceived by the students when categorized in the variables of age, sex, marital status, length of teaching experience, salary grade, and number of teaching loads. However, a significant relationship was observed in the teaching performance and educational qualifications of the respondents.

Introduction

An approach of evaluating teachers' characteristics in terms of their relevance to teaching effectiveness is to consider both the different roles the teacher plays in culture as well as the relative importance of these various roles. What is an effective teacher? Is there a relationship between teachers' characteristics and effectiveness in teaching? These questions have been the topic of various studies conducted to define scientifically the distinguishing qualities of an effective teacher.

An effective teacher is one who is able to convince most, if not all, of his or her students to do quality work in school. His or her aim is to work up to his capacity, not to lean on his shovels as so many are doing now (Bossess, 1990).

Lardizabal and associates (1991) attempted to answer these questions, but a common criterion has not been established. However, they explained some degree of agreement on the essential traits and abilities generally related to quality teaching. In addition, they said that administrators evaluate the teachers' performance along certain instructional and personal or social competencies that fit together with teaching skills, management skills, guidance skills, and evaluation skills.

But what really is an effective teacher? Many educators say that an effective teacher is a good teacher. Foreign and local studies have been conducted to identify the effective teacher or to predict success in the teaching profession. Some have looked into the relationship of these qualities with pupils' academic performance.

Evaluating one's teaching performance is an effective way of improving instruction. It is just like looking into the mirror and viewing one's teaching practices. It gives feedback to the teacher concerned on what needs improvement in the teaching practice.

Students' evaluation of their teachers' teaching practices can be a rich source of data on teaching effectiveness. The students, being the direct beneficiaries of their teachers' instruction, can very well assess how much they have learned from a particular teacher.

Effective teaching which are manifested by the teaching practices of the teachers can be seen and observed by the students particularly in their Commitment, Knowledge of the Subject, Teaching for Independent Learning and Management of Learning.

In the case of Guimaras State College, the faculty are evaluated in their performance on a per semester basis. This is done by four evaluators which constitute the teacher himself, the students, the peers and the supervisor. Evaluation forms prepared for this purpose is given by the College for fair assessment of the teachers' teaching performance.

One good indicator of effectiveness of the teacher's performance is through student's evaluation since they are the recipients of the way teachers conduct their classes in the classroom, hence, this study.

Statement of the Problem

This study aimed to determine the teaching performance of Guimaras State College Faculty members as perceived by the students during the first and second semester of school year 2005-2006.

Specifically, this study seeks answers to the following questions:

1. What is the profile of the GSC Faculty as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
2. What is the teaching performance level of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
3. Is there a significant difference in the teaching performance of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
4. Is there a significant relationship between each of the independent variables and the teaching performance of the GSC Faculty as perceived by the students?

Methodology

The descriptive method of research was used in this study to determine the teaching performance of Guimaras State College faculty as perceived by the students. Descriptive research is appropriate for studies, which aim to find out what prevail in the present condition or relationships, held opinions and beliefs, process and effects, and developing trends.

The respondents of this study were the forty seven (47) permanent faculty members of Guimaras State College composed of deans/department heads, department chairs, professors and instructors.

The data used in this study such as on the subject's age, sex, highest educational qualification, length of service or experience and salary grade were taken from the existing data available in the office of the Human Resource Personnel Guimaras State College with the proper permission from the concerned faculty members.

The data on the performance of the faculty members as perceived by the students for SY 2005-2006 were from the official Performance Rating evaluation conducted at the end of every semester by the office of the Vice President for Academic Affairs. The instrument for teaching effectiveness rates the faculty in four (4) areas of instruction namely, commitment, knowledge of the subjects, teaching for independent learning and management of learning. Each area has eight items for a total of 32 items. Using the weight of 0.625 for every item the highest possible points for teaching effectiveness is 100 points. Stipulated in the guidelines, the teacher's performance is evaluated on the basis of the 5 points performance scale. The first item in each aspect has a value of 5 with the descriptive rating of outstanding; the second is 4 with the descriptive rating of very satisfactory; the third is 3 with a descriptive rating of satisfactory, the fourth is 2 with the descriptive rating of fair, and the last is 1 with a descriptive rating of poor. All permanent facultative staff of the college was included in the study.

The researchers requested permission from the office of the Vice President for Academic Affairs to look into the records of the teachers on file at the office of the Human Resource Personnel and upon approval, the researchers made duplicate copies of all teachers' ratings as submitted by the Area Chairs. When the copies of the rating forms were completed and collected, the researcher tallied and tabulated the data stipulated there in. From the tabulated data, the researchers made interpretations and derived conclusions and formulated constructive recommendations.

All data gathered were tallied, tabulated, computed, and analyzed based on the rating scale stated in the instrument. Appropriate statistical tool were used to answer the questions asked for. Frequency count, weighted mean, percentages and One-way Analysis of Variance (ANOVA) were used.

The data was collected /gathered, sorted, tabulated and processed statistically using the Statistical Packages for Social Sciences (SPSS) software. The data was statistically analyzed to answer the specific objectives of the study and to test the null hypotheses.

To determine the teaching performance of Guimaras State College faculty as perceived by the students, descriptive statistics was used such as frequency, means and percentages. For inferential statistics, t-test and One-way ANOVA were utilized. The level of significance set was 0.05. The frequency count, mean, t-test, One-way ANOVA (Analysis of Variance) and Least Significant Difference (LSD) Post Hoc Test was used.

Results and Discussion

This chapter presents the results of the study and interpretation of data. The findings of the study were based on the data obtained using research methods and procedure. Interpretation and analysis of data are presented in the light of the stated problems and hypotheses.

Profile of the Faculty

The variables included in the profile are age, gender, civil status, length of service, salary grade, educational qualification and number of teaching loads.

Age

As gleaned from table 1, out of forty seven (47) respondents, eleven (11) or about 23.4% are young and thirty-six (36) or about 76.6% are old. This means that majority of the respondents have an ages above forty two (42) years and were classified as old. Those having ages of 42 years old and below were classified as young.

Table 1
Frequency Distribution of Faculty Respondents' Age

Age	Frequency	Percentage (%)
Young	11	23.4
Old	36	76.6
Total	47	100

Sex

Data in Table 2 presents the distribution of the respondents in terms of sex. Results revealed that out of forty-seven (47) respondents, seventeen (17) or about 36.4% were male and thirty (30) or about 63.8% were female. This means that the majority of the respondents were female, or the majority of the faculty population at Guimaras State College was female-dominated.

Table 2
Frequency Distribution of Faculty Respondents' Sex

Sex	Frequency	Percentage (%)
Male	17	36.2
Female	30	63.8
Total	47	100

Civil Status

Data in table 3 presents the distribution of the faculty respondents in terms of civil status. Results revealed that, out of forty seven (47) respondents, six (6) or about 12.8% were single, forty (40) or 63.8% were married and one (1) or 2.1% is widow. This means that majority of the respondents were married.

Table 3
Frequency Distribution of Faculty Respondents' Civil Status

Civil Status	Frequency	Percentage (%)
Single	6	12.8
Married	40	65.1
Widow	1	2.1
Total	47	100

Length of Service

Data in table 4 presents the distribution of the respondents in terms of length of service. Results showed that out of forty seven (47) respondents, thirteen (13) or 27.7% have short length of service (17 years and below) and thirty-four (34) or 72.3% have longer years in service (18 years and above). This means that majority of the respondents were in GSC for 18 years and above.

Table 4
Frequency Distribution of Faculty Respondents' Length of Service

Length of Service	Frequency	Percentage (%)
(Short) 17 yrs & below	13	27.7
(Long) 18 yrs & above	34	72.3
Total	47	100

Salary Grade

Data in table 5 presents the distribution of the respondents in terms of salary grade. Results revealed that 15 or 31.9% of the faculty members having Salary Grade 13, 10 or 21.3% were receiving Salary Grade 12, 7 or 14.9% got Salary Grade 15, 5 or 10.6% got Salary Grade 16 & 17, four (4) or 8.5% got Salary Grade 14 and only one (1) or 2.1% got Salary Grade 18.

Table 5
Frequency Distribution of Faculty Respondents' Salary Grade

Salary Grade	Frequency	Percentage (%)
12	10	21.3
13	15	31.9
14	4	8.5
15	7	14.9
16	5	10.6
17	5	10.6
18	1	2.1
Total	47	100

Number of Teaching Loads

Table 6 presents the distribution of the respondents in terms of number of teaching loads. Data revealed that majority (25) or 53.2% of the respondents were carrying a load of below 24 units or categorized as under load, 16 or 34% carries the load of exactly 24 units, categorized as normal load and six (6) or 12.8% carries the load of above 24 units, categorized as over load.

Table 6
Frequency Distribution of Faculty Respondents'
Number of Teaching Loads

Number of Teaching Loads	Frequency	Percentage (%)
Under load (below 24 units)	25	53.2
Normal load (24 units)	16	34
Over load (above 24 units)	6	12.8
Total	47	100

Educational Qualification

Data in table 7 presents the frequency distribution of the respondents in terms of educational qualification. Results revealed that out of forty seven (47) respondents, twenty-six (26) or 55.3% were holders of Bachelor's degree with masters units, eleven (11) or 23.4% were full fledged Master's degree holder with doctoral units, five (5) or 10.6% were bachelor's degree holder, four (4) or 8.5% were masters degree holder and one (1) or 2.1% is a full fledged doctoral degree holder. This means that majority of the respondents were Bachelors Degree holder with Masters Units.

Table 7
Frequency Distribution of Faculty Respondents'
Educational Qualification

Educational Qualification	Frequency	Percentage (%)
BS	5	10.6
BS with MA	26	55.3
MA	4	8.5
MA with Ph D	11	23.4
PhD	1	2.1
Total	47	100

Level of Teaching Performance as Perceived by the Students Age and Teaching Performance

Data in table 8 presents level of teaching performance of the GSC faculty members grouped as to the variable of age. Results revealed that based on the perception of the students, both the young and older teachers have an outstanding performance as revealed by the mean of 4.685 and 4.738 for young and old teachers respectively. This rating fell under the category of outstanding. This result implied that there were no differences in the performance of the teachers whether they are old or young.

Table 8
GSC faculty Member's Level of Performance Categorized With Age

Age	Mean	Std. Deviation	Interpretation
Young	4.685	0.139	outstanding
old	4.754	0.203	outstanding
Total	4.738	0.191	Outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Sex and Teaching Performance

Results revealed that students rated the performance of their faculty members outstanding when classified as to the variable of sex. The male and female faculty members got the mean rating of 4.769 and 4.720, respectively interpreted as outstanding. This implied that both the male and female GSC faculty has an outstanding performance as perceived by the students. Data are presented in table 9.

Table 9
Performance of Faculty Members Grouped as to the
Category of Sex (N-47)

Sex	Mean	Std. Deviation	Interpretation
Male	4.769	0.129	outstanding
Female	4.72	0.219	outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Civil Status and Teaching Performance

Results also revealed that students rated the performance of their faculty members outstanding when classified as to the variable of civil status. The single, married and widowed faculty members got the mean rating of 4.698, 4.741, and 4.830, respectively. These all fall under the category of outstanding. This implied that the students perceived that civil status did not pose any differences in the performance and delivery of services of their teachers whether they are single, married, or widow. Data are presented in table 10.

Table 10
Performance of Faculty Members Grouped as to
Civil Status (N-47)

Civil Status	Mean	Std. Deviation	Interpretation
Single	4.698	8.727E-.02	outstanding
Married	4.741	0.204	outstanding
Widow	4.830		outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Length of Service and Teaching Performance

Data in table 11 presents the teaching performance of the GSC faculty members classified as to length of service as perceived by the students. Results revealed that faculty members who have served 17 years and below in GSC or collectively categorized as short and got the mean performance rating of 4.712 or interpreted as outstanding while those who have served the school 18 years and above or collectively categorized as long got the mean performance rating of 4.748 or interpreted as outstanding as well. This implied that as perceived by the students, performance of the GSC faculty members did not vary when categorized as to length of service.

Table 11
Performance of Faculty Members Grouped as to
Length of Service (N-47)

Length of Service	Mean	Std. Deviation	Interpretation
17 yrs & below (Short)	4.712	0.145	outstanding
18 yrs & above (Long)	4.748	0.207	outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Number of Teaching Loads and Teaching Performance

Data in table 12 presents the teaching performance of the GSC faculty members as perceived by the students classified as to number of teaching loads as perceived by the students. Results revealed that faculty members who have teaching loads lower than 24 units per week (under load) got the mean performance rating of 4.768 or interpreted as outstanding, those having the regular load of 24 units per week (normal load) got the mean performance rating of 4.754 or interpreted also as outstanding. Those faculty members carrying the load of more than 24 units per week (overload) got the mean rating of 4.570 or interpreted as outstanding as well. This implied that the performance of the GSC faculty members as perceived by the students did not vary when categorized as to number of teaching loads as perceived by the students.

Table 12
Performance of Faculty Members Grouped as to
Teaching Loads (N-47)

Number of Teaching Loads	Mean	Std. Deviation	Interpretation
Under load	4.768	0.132	outstanding
Normal load	4.754	0.157	outstanding
Over load	4.570	0.374	outstanding
Total	4.738	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Educational Qualification and Teaching Performance

Table 13 presents the level of teaching performance when grouped as to the category of educational qualification. Results revealed that as perceived by the students, the teachers' performance were all outstanding. The mean performance rating for those teachers who are bachelors degree holder was 4.436, BS degree holders but have MA units got the mean rating of 4.762, those who are full fledged masters degree holders got the mean rating of 4.730, full fledged MA holders with Ph. D units got the rating of 4.833 and for the one who is a Ph. D holder got the rating of 4.610.

Table 13
Performance of Faculty Members Grouped as to
Educational Qualifications (N-47)

Educational Qualification	Mean	Std. Deviation	Interpretation
BS	4.436	0.337	outstanding
BS with MA	4.762	0.131	outstanding
MA	4.73	0.203	outstanding
MA with Ph D	4.833	9.384E-.02	outstanding
PhD	4.610		outstanding
Total	4.7384	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

Salary Grade and Teaching Performance

Data in table 14 presents the teaching performance of the GSC faculty members as perceived by the students classified as to salary grade. Results revealed that irregardless of salary grade whether they belonged to salary grade 12 or 18, they all have an outstanding performance as evaluated by the students. This implied that the performance of the GSC faculty member did not vary when categorized as to salary grade level or to the amount of compensation received per month.

Table 14
Performance of Faculty Members Grouped as to
Salary Grade (N=47)

Salary Grade	Mean	Std. Deviation	Interpretation
12	4.71	0.138	outstanding
13	4.66	0.267	outstanding
14	4.89	3.30E-02	outstanding
15	4.76	0.149	outstanding
16	4.78	0.137	outstanding
17	4.83	9.17E-02	outstanding
Total	4.7384	0.191	outstanding

Scale: 4.21-5.00 - Outstanding; 3.41-4.20 - Very satisfactory; 2.61-3.40 - Satisfactory; 1.81-2.60 - Fair and 1.00-1.80 - Poor

III. DIFFERENCE IN TEACHING PERFORMANCE AS TO VARIABLES.

3.1 Difference in teaching performance as to age, sex and length of teaching experience.

The researcher would like to determine the significant differences in the teaching performance of the GSC faculty when they are classified according to age are shown in table 15. The t-test computations revealed not significant differences in the teaching performance of the GSC faculties when grouped according to age.

The obtained t-probability $t(45) - 1.165$, $p = .250$ was not significant at .05 level of significance when respondents was categorized as to age. This means that the null hypothesis that there is no significant difference in the teaching performance of the GSC faculty when grouped according to age was accepted. This result implied that the age of the respondents did not affect their teaching performance.

The t-test computations of $t(.45) - .772$, $p = .444$ showed not significant differences in the teaching performance of the GSC faculty members when grouped according to sex, thus the null hypothesis was accepted. This result implied that the sex of the respondents did not affect their teaching performance.

Furthermore, the t-test computations revealed not significant differences in the teaching performance of the GSC faculties when grouped according to the length of service rendered to the school. Since the obtained value of $t(45) - .578$, $p = .566$, thus the null hypothesis is accepted. This result implies that the length of service of the respondents did not affect their teaching performance.

Table 15

T-test Results for the teaching performance of the GSC faculty members when group according to age, sex and length of service

Compare Groups	Df	Mean	SD	t-ratio	t-probability (two-tailed)(p)	Remarks
Age						
Young	45	4.7587	0.2058	1.165	0.25	NS
Old	29.851	4.8825	0.1332	1.432	0.162	
Sex						
Male	45	4.7679	0.1295	0.772	0.444	NS
Female		4.7226	0.2166	0.901	0.372	
Length of Teaching Experience						
Long	45	4.7478	0.2073	0.578	0.566	NS
Short	31.259	4.7115	0.1446	0.677	0.503	

Difference in teaching performance as to salary grade

The ANOVA computations revealed no significant differences in the teaching performance of the GSC faculty members when grouped according to salary grade as shown in table 16.

The obtained value of .289 was not significant at the .05 level of significance when respondents were categorized as to salary grade. This means that the null hypothesis that there is no significant difference in the teaching performance of the GSC faculty when grouped according to salary grade was accepted. This result implied further that the salary grade of the respondents did not affect their teaching performance.

Table 16

Summary Table of ANOVA for the Teaching Performance of the GSC Faculty Members When Grouped as to Salary Grade

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	.228	5	4.56E-02	1.286	0.289 ^{ns}
Within Groups	1.453	41	3.54E-02		
Total	1.681	48			

p* > .05 - ns the mean difference is not significant at the 0.5 level

Relationship Between Teaching Performance with the Independent Variables Tested

The relationships between the teaching performances of the GSC faculty members with the independent variables as evaluated by the students. The researcher used Pearson r at 0.05 levels using the two tailed test.

The result showed a positive and significant relationship existed between the teaching performance and the educational qualification of the GSC faculty members as perceived by the students. This was supported by an r-value equal to 0.335, and the p-value equal to 0.021, $p < .05$, hence significant. All other independent variables tested for relationship with teaching performance such as age, sex, civil status, salary grade and number of teaching loads showed no significant relationship. Data are presented in table 17.

Table 17
Summary Table of Pearson Correlation in the Teaching
Performance of the GSC Faculty as Perceived by the Student when
Grouped according to Independent Variables

Area	Age	Sex	Civil Status	Length of teaching exp.	Salary Grade	Educ'l Qualification	No. of Teaching Loads	Performance
Performance Pearson Correlation	.171	-.114	.073	.086	.204	.335*	-.056	1.000
Sig. (2-Tailed)	.250	.444	.626	.566	.170	.021	.707	
N	47	47	47	47	47	47	47	47

* Correlation is significant at 0.05 level (2 - tailed)

Summary

The research study was conducted to determine the teaching performance of Guimaras State College Faculty members as perceived by the students during the first and second semesters of school year 2005-2006.

Specifically, this study will seek answer to the following questions:

1. What is the profile of the GSC Faculty as to age, sex, and marital status, and education qualification, length of teaching experience, salary grade, and number of teaching loads?
2. What is the teaching performance level of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
3. Is there a significant difference in the teaching performance of GSC Faculty when grouped as to age, sex, marital status, educational qualification, length of teaching experience, salary grade, and number of teaching loads?
4. Is there a significant relationship between each of the independent variables and the teaching performance of the GSC Faculty as perceived by the students?

The descriptive research design was used in this study. The respondents of this study were the forty seven (47) permanent faculty members of Guimaras State College composed of deans / department heads, department chairs, professors and instructors. The data used in this study such as on the subject's age, sex, highest educational qualification, length of service or experience and salary grade were taken from the existing data available in the office of the Human Resource Personnel with the proper permission from the concerned faculty members. The data on the actual performance of the faculty members as perceived by the students for SY 2005-2006 was the official Performance Rating used by the College for this school year. The statistical tools used were frequency count, means, percentages, t-test and One-way Analysis of Variance (ANOVA). The inferential statistics were set at 0.05 level of significance.

Findings:

The significant findings were as follows:

1. The profile of the respondents were as follows:
 - a. Majority of the faculty members were classified as old or having an ages above forty two (42) years old.
 - b. Majority of the respondents were female and married.
 - c. Majority of the respondents were in GSC for more than 17 years.
 - d. Most of the teachers (31%) were within salary grade 13.
 - e. During this school year, majority of the respondents carried the teaching loads of below 24 units per week which is the regular load of the teachers prescribed for Guimaras State College.
 - f. Majority of the faculty members were still Bachelors degree holder but with masters units already.
2. In terms of levels of teaching performance, results revealed that as perceived by the students, GSC faculty members have outstanding performance according to categories of variables used..
3. There were no significant differences in the level of the teaching performance as perceived by the students when categorized under the independent variables used.
4. There were no significant relationship in the level of the teaching performance as perceived by the students when categorized in the variables of age, sex, marital status, length of teaching experience, salary grade and number of teaching loads. However, a significant relationship was observed in the teaching performance and educational qualification.

Recommendations

Based on the results of this study, the researchers made the following recommendations:

1. For better delivery of service to the students, teachers should be encouraged to pursue higher education and finish their master's degree and later on proceed to doctoral degree.
2. To counter check the effectiveness of the instrument as a gauge in determining the perceptions of the students as to the performance of their teachers, another standardized instrument which measures the teaching performance will be used so that the result of this study will be verified..
3. Data needed for future researches in this area will be gathered by the researchers themselves and not just depend on the existing data at the office of the VP for Academic affairs so that biases will be eliminated in the actual gathering of student's perception of the teaching performance of the faculty members.

References

Books/Journals

- Ardales, Venancio B. 2001. Basic Concepts and Methods in Research, 2nd Ed.
Iloilo City: Concerns, Inc.
- Calmorin, Laurentina and Melchor. 1995. Methods of Research and Thesis Writing.
Manila: Rex Bookstore.
- Funk and Wagnalls. The New International Webster's Comprehension Dictionary of the English Language. 1996.
USA: Trident Press International.
- Gellor, Jaime M. 1996. Educational Trends For Philippine High School. Rizal: Cacho Herman's, Inc.
- Good, Carter V. 1993. Dictionary of Education (New York: McGraw Hill Book Company.
- Itaas, Estela C. et.al.2004. "Self, Colleague and Student Assessment of the Teaching Performance of their Instructors in the School of Graduate Studies". The Bukidnon State College Research Journal Vol 1 No. 1 2004.
- Lardizabal, Amparo, S. et.al. 1998. Principles and Methods of Teaching.. Manila: Alemar Phoenix Publishing House, Inc.
- Michaelis, John U. et.al. New Designs for Elementary Curriculum and Instruction. 1995. 2nd Ed.
New York: Mc Graw-Hill Book Co., Inc.
- Orpen, C. 1980. Student Evaluation of Lecturers as an Indicator of Instructional Quality: A Validity Study, Journal of Educational Research, Vol. 74 No. 1.
- The Mathematics Faculty, "Evaluation of Students and Self-Evaluation of Mathematics Teachers on Classroom Teaching Practices", The Bukidnon State College, Research Journal, Vol. 1 No. 1, 2004.
- Weber, Clarence E 1994. Personnel Problem of School Administrators. New York: McGraw-Hill Book. Co., Inc.

Internet Sources

Microsoft Encarta Encyclopedia 2002, 1993-2001 Microsoft Corporation
(www.stemnet.nf.ca/~dtroke/attribution_theory.html)