



ASSOCIATION OF SOUTHEAST ASIAN TEACHER EDUCATION NETWORK

ASTEN Journal of Teacher Education

Volume 1 | Issue No. 2 | 2016



AsTEN Journal of Teacher Education

Volume 1 | 2016
Issue No. 2
ISSN No.: 2467 - 7825



ASSOCIATION OF SOUTHEAST ASIAN TEACHER EDUCATION NETWORK

PHILIPPINE NORMAL UNIVERSITY
Taft Avenue, Manila

AsTEN Journal of Teacher Education

Volume 1, Number 2

The official research journal of the

ASSOCIATION OF SOUTHEAST ASIAN TEACHER EDUCATION NETWORK

Copyright © 2016 of the individual works remain with the authors.

ALL RIGHTS RESERVED.

No part of this journal may be reproduced in any form or by any means without the written permission of the copyright owners.

Published and exclusively distributed by the

AsTEN Journal of Teacher Education

Secretariat

Philippine Normal University

Taft Avenue, Manila

Philippines, 1000

ISSN: 2467 - 7825

Cover concept and design by Mars M. Majul

Subscription Information: All subscription inquiries, orders and claims should be addressed to the Publication Office, Philippine Normal University, Taft Avenue, Manila, 1000 Philippines; telephone: (02) 3171768 local 530; and email: publications.office@pnu.ed.ph.



AsTEN JOURNAL OF TEACHER EDUCATION

EDITORIAL BOARD

Consultants

Dr. Ester B. Ogena

President & AsTEN Chair

Philippine Normal University, Philippines

Dr. Sieng Sovanna

Director-National Institute of Education

Ministry of Education, Youth and Sport

Prof. Dr. Sunaryo Kartadinata, M. Pd.

Rector-Universitas Pendidikan Indonesia (UPI)

Prof. Dr. Soukkongseng Saignaleuth

President-National University of Laos, Lao PDR

Prof. Dato Dr. Zakaria Kasa

Vice Chancellor-Universiti Pendidikan Sultan Idris (UPSI), Malaysia

Dr. U Aung Min

President-Yangon Institute of Education, Myanmar

Prof. Tan Oon Seng

Director-National Institute of Education, Singapore

Dr. Anamai Damnet

Acting President-Kasetsart University, Thailand

Dr. Vo Van Sen

President-University of Social Sciences and Humanities

Editor-in-Chief

Assoc. Prof. Lim Kam Ming

Associate Dean, Programme Planning and Management

National Institute of Education, Singapore

Managing Editors

Dr. Marie Paz E. Morales

Director, Philippine Normal University - Publication Office

Dr. Inero V. Ancho

Faculty In-Charge, AsTEN Journal

Associate Editors

Dr. Jessie Png Lay Hoon

*Asst. Dean, Practicum, Senior Lecturer
National Institute of Education, Singapore*

Dr. Wilma S. Reyes

*Vice President for Research, Planning and Quality Assurance
& AsTEN Executive Director
Philippine Normal University, Philippines*

Dr. Marie Paz E. Morales

Full Professor-Philippine Normal University, Philippines

Dr. Aye Aye Myint

Pro-Rector-Yangon University of Education, Myanmar

Dr. Khin Pyone Yi

Lecturer-Yangon University of Education, Myanmar

Prof. Dr. Ace K. Suradi

*Professor in Economics of Education, School of Education
Indonesia University of Education*

Prof. Dr. Fuad Abdul Hamied

*Professor of Language Education
Indonesia University of Education*

Dr. Neau Vira

*Deputy Director & Associate Dean, Faculty of Education
(Pannasastra University of Cambodia)
National Institute of Education, Ministry of Education, Youth and Sports*

Set Seng, Med.

*Deputy Head, Research Office, National Institute of Education
National Institute of Education, Ministry of Education, Youth and Sports*

Dr. Teresita T. Rungduin

*Director, Philippine Normal University
Graduate Research Office*

A Foreword from the Editor-in-Chief

Lim Kam Ming

National Institute of Education, Singapore

The second issue of the *AsTEN Journal of Teacher Education* brings together a collection of thoughtful and insightful papers from Myanmar, Singapore and the Philippines. In keeping with the purpose of the *AsTEN Journal of Teacher Education* as a forum for scholarly discussion on current issues in teacher education, we hope that these papers will help inform and promote the advancement of teacher education.

The papers in this issue cover topics ranging from framework for teacher competency, impact of teacher education programme, teachers and specific pedagogies.

Myint and Win (2016) described the Myanmar Teacher Competency Framework and how the Framework impacts four domains: professional knowledge and understanding, professional skills and practice, professional values and dispositions and professional growth. Tun and Nyunt (2016) reported the effects of a teacher education programme on the development of teachers' professional attitude. Custodio et al (2016) examined the impact of a national service training programme on students' attitudes toward volunteerism.

Moving on to the impact of teachers, Sales (2016) examined the academic functions of programme coordinators for English, Science and Mathematics and how this was related to teachers' performance in public schools in the Philippines. On a related issue,

Gaddi (2016) analysed how school culture contributes to excellence in the education system.

Dacumos (2016) highlighted on the important impact of teachers' perspectives in a study examining science teachers' perspectives and how this influence their utilization of strategic intervention material in science education.

Last but not least, two papers on pedagogies for improving the learning of English and Science offer us useful insights. Dela Rosa and Vital (2016) described how the use of Facebook in argumentative writing help to develop an effective instructional design model. Jones (2016) discussed how a pedagogic intervention help student teachers learned to teach primary school English in Singapore.

The preparation of a journal issue required the contributions and help from many different colleagues. To the researchers who chose to publish your papers in *AsTEN Journal of Teacher Education*, thank you for your trust and support. To the reviewers who diligently review the manuscripts on time, our gratitude for your significant contribution and help. To the journal editorial team, thank you for working together to make the 2nd issue of our journal a reality and success.

I look forward to many more issues of this journal as we work together as a community to promote and advance teacher education.

• • •

References

- Custodio, Z. U., Rungduin, T. T., Fernandez, E. V. M., Rodriguez-Ortega, R., Urbiztondo, L. A., & Sabate, R. D. (2016). Impact evaluation of the NSTP in promoting volunteerism towards nation-building. *AsTEN Journal of Teacher Education*, 2.
- Dacumos, L. P. N. (2016). Perspective of secondary teachers in the utilization of Science Strategic Intervention Material (SIM) in increasing learning proficiency of students in Science Education. *AsTEN Journal of Teacher Education*, 2.

- Dela Rosa, J. P. O., & Vital, R. A. D. (2016). The use of Facebook in argumentative writing: Towards an instructional design model. *AsTEN Journal of Teacher Education*, 2.
- Gaddi, Z. A. (2016). From experiences to themes: Phenomenology on the school's culture contributing to excellence. *AsTEN Journal of Teacher Education*, 2.
- Jones, S. A. (2016). A pedagogy for teacher education: Making theory, practice, and context connections for English language teaching. *AsTEN Journal of Teacher Education*, 2.
- Myint, A. A., & Win, M. (2016). The implementation of the Myanmar Teacher Competency Standards Framework. *AsTEN Journal of Teacher Education*, 2.
- Sales, C. E. (2016). The academic functions of English, Science and Mathematics coordinators and its relations to teachers' performance: A basis for an enhancement program. *AsTEN Journal of Teacher Education*, 2.
- Tun, W. W., & Nyunt, N. N. (2016). Impact of teacher training programs on prospective teachers' professional attitude. *AsTEN Journal of Teacher Education*, 2.

Contents

<i>Title</i>	<i>Author/s</i>	<i>Page</i>
Perspective of Secondary Teachers in the Utilization of Science Strategic Intervention Material (SIM) in Increasing Learning Proficiency of Students in Science Education	Leo Peter Narciza Dacumos <i>Philippines</i>	1
The Implementation of the Myanmar Teacher Competency Standards Framework	Aye Aye Myint Myo Win <i>Myanmar</i>	16
The Use of Facebook in Argumentative Writing: Towards an Instructional Design Model	John Paul O. Dela Rosa Ross Ann D. Vital <i>Philippines</i>	24
Impact Evaluation of the NSTP in Promoting Volunteerism towards Nation-Building	Zhanina U. Custodio Teresita T. Rungduin Eisha Vienna M. Fernandez Rachel Rodriguez-Ortega Laarni A. Urbiztondo Rowena D. Sabate <i>Philippines</i>	39
The Academic Functions of English, Science and Mathematics Coordinators and its Relations to Teachers' Performance: A Basis for an Enhancement Program	Cyril E. Sales <i>Philippines</i>	59
A Pedagogy for Teacher Education: Making Theory, Practice, and Context Connections for English Language Teaching	Sally Ann Jones <i>Singapore</i>	68
Impact of Teacher Training Programs on Prospective Teachers' Professional Attitude	Wint Wah Wah Tun Nu Nu Nyunt <i>Myanmar</i>	86
From Experiences to Themes: Phenomenology on the School's Culture Contributing to Excellence	Zarren Aleta Gaddi <i>Philippines</i>	99
Focus and Scope of Journal		111
Instruction to Authors		113

APA 6 th Edition Format for Basic Citation	117
Publication Ethics	120
Peer Review Process	123

Perspective of Secondary Teachers in the Utilization of Science Strategic Intervention Material (SIM) in Increasing Learning Proficiency of Students in Science Education

Leo Peter Narciza Dacumos

Abstract

The phenomenological research investigated the perspectives and experiences of five science teachers on using strategic intervention material (SIM) in their respective science classes. The use of these materials is important towards achieving the needed competencies of the students which they failed to achieve in regular classroom instruction. A total of five science teachers were recruited from different schools in Baguio provided that they were able to craft or at least to utilize science SIM. The research indicated that the teachers held variety of views of SIM integration. These views influenced their use of SIM in the classroom, especially during remediation sessions as an abridgement and re-teaching tool. They view that SIM will promote autonomous learning and memory enhancement among learners to better their performance in understanding many complicated concepts and skills in science. However, despite these advantages, teachers encounter barriers during preparation and implementation proper of the SIM.

Keywords:

SIM Utilization, Science Teachers, Science Education, Learning Proficiency

Author's Notes

Correspondences regarding this paper should be directed to Leo Peter Narciza Dacumos at email leobsedibio@gmail.com

Introduction

In this technological age, science subdues and even drives societies with its ideas and products and it is very likely that the impact of science and technology on people's lives will persist to exist and increase in the coming years. Through science, the way people think shifts to a more critical approach. Frequently, science has been recognized to be of great significance because of its connection to technology, which, in a

government perspective, is a priority area for economic development (Elkington, 2015). The reason probably why many countries have embedded the very sense of science in their respective educational system so as to enable citizens to actively participate in modern societies. In fact, according to Ogena, Lana and Sasota (2010), the major factor in a nation's development is the emphasis on science and mathematics education which brings the nation to integrate science and technology in their national agenda.

However, learners perceive science as a difficult subject regardless of its importance. It is a common observation that learning science creates more negative feedback to many learners than seeing its economic value. Four major science subjects, Biology, Chemistry, Physics, Earth and Space, have been viewed as the hated subjects in the curriculum, which would likely fail completing the necessary requirements and get low performances in both academic and conceptual reasoning skills. To a multitude of students, science education was never an enjoyable avenue for them to learn important concepts that are relevant to societal situations; thus, academic achievement in this field is relatively low.

The two international sources of information and analysis on science education, i.e. Programme for International Student Assessment (PISA) and Trends in Mathematics and Science Study (TIMSS), aim to assess the extent of student's achievement in science and other fields. TIMSS, specifically, is an international study on student's ability to solve scientific as well as mathematical problems participated by many countries around the world. In this assessment, the Philippines was among the bottom five of poor performers in Math and Science. Dela Cruz (2012) reported that the Philippines placed 36th in science out of the 38 countries who participated in the said assessment. Similarly, results in the 2003 TIMSS showed that the country ranked 23rd of the 25 countries in grade four science and 42nd out of the 45 participating countries in second year science.

Dios (2013), reported a similar trend in the student's achievement in the annually conducted National Achievement Test (NAT) for the fourth years. The assessment showed similar unsatisfactory achievement in the overall performance of the students across the country. In the 2005 NAT, performance of the students in science got the lowest mean percentage score (MPS) with 39.49 among the five (5) subjects assessed. Performances in the 2006 and 2012 TIMSS yielded the same dismaying performance with MPS of 37.98 and 40.53, respectively.

Deficiency of educational facilities (Salem al-amarat, 2011) and instructional materials (Ogbu, 2015), large class size (Eison, 2010), poor instruction (Eison, 2010), and non-differentiated instructional methodologies and curriculum (Weselby, 2014) are problems that threaten education process. The current

educational system of the Philippines is filled with problems on classrooms shortage and scarce funding to provide for instructional materials required in each science classroom. These problems impede teaching and learning to succeed. Due to these predicaments, successful teaching process is encumbered and, in turn, achievement in learning is not met. Many students are not able to cope with these problems hence can result to their poor performance. The ultimate goal of teaching is to provide appropriate and effective instruction to students and, in turn, promoting effective learning. Thus, teachers, themselves, become the agents in combating these predicaments to achieve successful education process by devising and providing necessary materials that are suitable to students need.

Teacher's initiative in crafting and utilizing instructional materials (Dy, 2011) bridges these gaps towards the achievement of the educational goals: learning the concepts and mastering the skills. Productivity of teaching Science will be enhanced when there are available, sufficient and strategically-designed (Salviejo et al, 2014) instructional and intervention materials appropriate for the multitude of students, considering their learning styles, personality types and stress-coping mechanisms (Dacumos, 2015). Hence, it is imperative that science teachers have a holistic understanding of their learners to craft personalized instructional materials, thus addressing students' individual needs to achieve better comprehension in science.

The role of developing instructional and intervention materials in the teaching-learning process should not be undermined. It plays an integral role (Salviejo, Aranes & Espinosa, 2014) toward the achievement of a successful interplay of teaching and learning. As claimed by Olawale (2013), "the importance of Instructional Materials in any teaching-learning process cannot be over emphasized." If properly prepared, these materials will be effective in terms of enhancing, facilitating and making teaching-learning easy, lively, and concrete.

Strategic Intervention Material (SIM)

The Department of Education (DepEd) had employed a solution for the deteriorating academic performance of students in the field of science and technology. As stipulated in the DepEd Order No. 39, s. 2012, interventions have to be made in order

to address learning gaps. The use of Strategic Intervention Material (SIM), is identified as one of the suggested various intervention form that can bridge learning gaps. SIM is a remediation aid for the students at the level of their understanding and thereby increasing their academic achievement.

SIM was defined by Bunagan (2012) as meant to re-teach the concepts and least mastered skills, and in this study the science concepts and skills. It is a material given to students to aid in mastering the competency-based skills which they were not able to develop in regular classroom instructions. SIM is a multifaceted approach to aid the students, especially those who are non-performing to become independent and successful learners.

SIM increases and deepens students' skills in manipulation, knowledge or thinking, understanding, and observing the microscopic into macroscopic representation of matter like atoms, molecules, and ions which students believe as a vague symbolism of what they know about matter and other related concepts in science. SIM is an instructional material that is prescribed by the Department of Education (DepEd) to increase the level of proficiency of students in science subjects.

The crafting of these tools have been intensified through the conduct of division, regional, and national competitions for SIM making and part of the teacher's innovation for ranking purposes. However, it is through this same activity that SIMs have been used for levelling up the achievement in Science of the learners, rather for personal pursuit. But regardless, in preparing this tool, science educators are encountered by another predicament, that is in the selection and development of assessment methods in crafting science SIMs, which are appropriate, suitable and strategically-designed for students' learning. Assessments in SIMs include a variety of methods that allow students to demonstrate evidence of learning such as performance of tasks and applying to real-life situations. Gone are the days that assessments are confined to paper and pencil, thus, authentic assessments have to be encouraged in the making of SIMs.

Integration of Strategic Intervention Material (SIM) in Science Lessons

Strategic Intervention Materials (SIMs) are aimed to help teachers provide students the needed reinforcement to make progress in their respective subjects. Various studies have particularly pointed out the effectiveness in the utilization of SIMs in their respective science lessons.

Gultiano (2012) studied the effect of strategic intervention material on the students' academic achievement in Chemistry. The study employed the experimental design and found out that the experimental group, where SIM was integrated, performed significantly better in the post test. Gultiano (2012) concluded that the use of strategic intervention materials are effective in mastering the competency based-skill in chemistry based on the mean gain scores in the posttests of the experimental and control group. Similarly, Salviejo, Aranes, and Espinosa (2014) explored student's learning approach and investigated the effect of strategic intervention material-based instruction (SIM-BI) on their performance in Chemistry. Using the pretest-posttest pre-experimental design, result showed that the use of SIM-BI has significantly enhanced the performance of the students in Chemistry and that surface and deep learners equally performed in Chemistry when SIM-BI was integrated in their Chemistry Classes.

Moreover, the study of Anderson (2012) revealed that using intervention material had assisted the learners of Biology to improve their performance in understanding the concepts of photosynthesis, respiration, mendelian, and non-mendelian genetics. His use of computer-based materials and exercises on concept mapping allowed these students to improve their performance significantly in answering and understanding genetic problems and concepts. Finally, Escoreal (2012) found that the use of SIM reduced the number of least mastered skills after the implementation of the intervention material in grade 4 science. She particularly emphasized that SIM must be implemented to avoid pupils' marginalization. Proving that students can cope with science lessons with the teacher utilization and integration of intervention materials.

Based on the abovementioned information, the utilization of an intervention material can significantly increase the performance of the students in the least mastered skills in science. These studies revealed that the use of SIMs plays a pivotal role in elevating the memory level of the students, in grasping the different concepts in science, and with the integration of various strategies in the implementation of the material, the teaching-learning process becomes interesting.

Purpose of the Study

This paper sought to study the perspective of secondary teachers in the utilization of science Strategic Intervention Material (SIM) in increasing the learning proficiency of students in science education. Specifically, this study sought to answer the following problems: 1) How do science teachers currently use SIM in their science classes? 2) How does SIM integration impact instructional practices in science classes to increase the level of proficiency of learners? 3) What are reasons why science teachers do not use SIM regularly as an integral part of instruction?

Methodology

Research Design

This study used a descriptive phenomenology as its research design. Faulkner and Faulkner (2009) defined phenomenology as “a research design which is most appropriate when the purpose of study is to explore and create a detailed description of phenomenon” and used further to deduce information from one’s lived experiences and, in turn, forming a description of universal importance. This study is founded on the belief that integrating the use of strategic intervention material (SIM) in Science by secondary teachers may have an important impact in increasing the learning proficiency of students in science education.

Participants

Teachers from the Division of Baguio City, Philippines were interviewed to gain information of their utilization of the science SIM. The actual sample size in this study was five science teachers, comprised of two female and three male teacher, who were chosen through purposive sampling. For one to

be an eligible participant of the study, one should be a junior high school teacher who had an experience of crafting and/or utilizing a strategic intervention material (SIM) in any of his classes in science. The reason for setting these criteria is for the participants to provide sensible and relevant perceptions of their first-hand experiences in the crafting and/or utilizing of the intervention material.

Data Collection Procedure

To capture the essence of the phenomenon under investigation, a two-layered approach to data gathering was employed. An invitation letter was sent to the science teachers prior to the data gathering. This letter detailed the nature of the investigation and the scope of their involvement. It also informed the participant regarding the nature of the probing and how much their involvement will be in the current study. With this consent, the interview was scheduled based on participants’ availability and convenience. Prior to their involvement and engagement in the study, participants were informed of their right to withdraw (Oates, Kwiatkowski & Coulthard, 2009).

In the preliminary stage, the participants’ personal data sheets, *robotfoto*, were personally handed to the five participants, which included their vital information regarding their educational attainment, current position, number of years in service. The information that were generated from this data gathering episode facilitated the development of the *aide memoir* which contains key interview questions. A person’s anonymity was highly protected as personal information were not disclosed. Data from the respondents are kept from other researchers to guarantee confidentiality and anonymity. In this study, instead of names, codes were used, although some teachers opted to be identified through their names.

The second segment of the research was comprised of the actual in-depth interview with the participants of the study. The interview questions were based on the availability of the respondents and in the area which they personally identified. Face-to-face interview was observed to ensure the creation of a more natural and open atmosphere, establishing, therefore, camaraderie between the participating science teachers and the researcher. Questions were open-ended to enable the respondents to answer in as much detail as they like in their own words. The

aide memoire investigated the teachers' experiences in the utilization of SIM in their classroom instruction. Specifically, the following key questions were asked during the interview: a) "How do science teachers currently use SIM in their science classes?" b) "How does SIM integration impact instructional practices offered in science classes to increase the level of proficiency of learners?" c) "What are reasons why science teachers do not use SIM regularly as an integral part of instruction?" Though these key questions were identified, follow up questions were raised to further probe the responses of the teachers during the interview. Interviews were tape-recorded to capture all things that transpired in the process.

Data Analysis

The tape-recorded interviews were individually transcribed to arrive at an extended text. Transcription of the tape recordings were done as soon as the interview concluded (Hatch, 2002). A phenomenological reduction was used for the extended texts through a repertory grid. This is to enable the researcher to observe both the cool and warm analyses of the information collected from the participants. The cool analysis part consisted of the participants' significant points or statements. These statements were the basis in the conduct of the warm analysis stage wherein the categorization of the data were formulated and that the themes were evolved. The themes and subthemes that emerged in the study were further subjected to member checking procedure via correspondence. Correspondence allows the participants to be approached to ensure accuracy and consistency of transcription and interpretation (Lincoln & Guba, 1985). Through correspondence, the researcher was assured of the trustworthiness and truthfulness of the data collected.

Results and Discussion

The data for this study were collected from a purposive sampling of science teachers across the city of Baguio, Philippines with varied years of teaching experiences. Two of five teachers are PhD unit takers, one master's degree unit taker and two are bachelor's degree earners.

Themes (see Table 1) were derived from the different perspective of teachers in their utilization of SIM in science. To facilitate the discussion of the results of this study, the findings are displayed based on three research questions: a) How do science teachers currently use Strategic Intervention Material (SIM) in their science classes? b) How does SIM integration impact instructional practices offered in science classes to increase the level of proficiency of your learners? c) What are the reasons that science teachers do not use SIM regularly as an integral part of instruction?

SIM Utilization in Science Classes

The science teachers who participated in this study reported different views on using SIM in their respective science classrooms. Two major themes of SIM utilization emerged from the categorized statements of the respondents: as a re-teaching tool and as an abridgement tool.

Re-teaching Tool

Participants considered SIM as a re-teaching tool when primarily, their purpose is for the mastery of the least grasped topics and lessons. Four of the five participants made references to this re-teaching tool factor. Teachers who have already integrated the use of SIM in their respective science classes view the material as an integral part of their remediation planning and teaching, as a whole. They considered it as a tool to allow students to become proficient learners as it gears towards enhancing their grasping capability or mastery skills of a specific science topic by integrating it to their regular classroom instruction to help students improve their critical thinking skills and enhance their science ability. As one participant claimed, "*As a science teacher, I use strategic intervention materials to re-teach the lessons which are not so much clear to my students and to help them gain mastery of the topic.*"

Furthermore, almost all the participants with this re-teaching tool perspective identified the benefits of using SIM for remediation purposes. One participant claimed the importance of re-teaching lesson using the SIM as a remediation material for students whose performance is not at the level of competency expected of them:

Table 1. Perspective of Secondary Teachers in the Utilization of Science SIM Themes

Question	Categorized Significant Statements	Emerging Themes
How are you, as a science teacher, currently using SIM in your classes?	<ul style="list-style-type: none"> • <i>As a re-teaching tool for mastery of skills of students</i> • <i>Re-teaching the topic to a special group of learners to mediate and intervene with their insufficient mastery level is usually stipulated.</i> • <i>A Strategic Intervention Material (SIM) is to be used to reteach the least mastered topic.</i> • <i>As a remediation tool for slow learners by having a one on one remedial classes or as take home assignment</i> • <i>In my remedial classes, teacher acts as a facilitator; no lecture, the students read the SIM</i> • <i>As a simplification material for challenging lessons</i> 	<p>Re-teaching Tool</p> <p>Abridgement Tool</p>
How does SIM integration impact instructional practices offered in your science classes to increase the level of proficiency of your learners?	<ul style="list-style-type: none"> • <i>By engaging students to learn by themselves in the learning process to improve their academic performance</i> • <i>By shifting the role of the teacher from being a lecturer to becoming a facilitator of learning</i> • <i>By allowing self-learning amongst students to answer questions at their own pace</i> • <i>By serving as a memory tool for learners to recall significant concepts of the lesson</i> • <i>By improving the learner's acquisition of the knowledge or skill of the topic</i> 	<p>Promotes Autonomous Learning</p> <p>Promotes Memory Enhancement</p>
What are the reasons that you, as a science teacher, do not use SIM regularly as an integral part of instruction?	<ul style="list-style-type: none"> • <i>It is time-consuming during preparation, implementation and checking of the material</i> • <i>The creation of SIM takes careful thought therefore time would be a factor</i> • <i>It would be difficult to prepare one because of the time it would take to make one</i> • <i>No available sources/funds for the crafting and reproduction of the material</i> • <i>No support from the administration for funds</i> • <i>Planning of creative and investigative activities for the material is difficult</i> • <i>The creation of SIM takes careful thought therefore time would be a factor</i> • <i>Lack of knowledge in constructing one</i> • <i>Monotonous assessment found in SIMS</i> • <i>Not suitable for skill-based learning of specialized topics such as manipulation of microscope</i> • <i>Non-cooperative response of the students in accomplishing the SIM</i> • <i>Inability to administer such because of lack of time due to non-participation of students</i> • <i>Individual differences. Fast learner students find it as boring or not challenging.</i> • <i>Time consuming, if given to big group of students, they talk with their classmates instead of reading and answering the SIM</i> 	<p>Preparations</p> <p>*Time Constraints</p> <p>* Support from Administration</p> <p>* Teacher Competence Implementation</p> <p>* Flexibility of SIM</p> <p>* Student Responses</p>

If in a quiz and a certain percentage of students was not able to suffice/reach the passing score, a re-quiz takes place to suffice the learners' failing scores. Re-teaching the topic to a special group of learners to mediate and intervene with their insufficient mastery level is usually stipulated. As for preparation, a Strategic Intervention Material (SIM) is to be used to reteach the least mastered topic or skill.

Besides integration of SIM in their regular teacher to diversify their instruction, participants also made references to their desire to use SIM for special remediation classes, especially to those lagging behind the level of competency they are required to deliver. According to Salviejo, Aranes and Espinosa (2014), the use of intervention materials is highly regarded as tools for remediating poor achievements of the learner. Furthermore, he said that SIMs are strategically prepared and designed for teaching remediation for low achievers in the subject. It is given after the regular classroom instruction to students who were not able to grasp the concepts of the subject matter.

One teacher particular cited remedial classes as an avenue to which utilization of SIM should be highly applied and that teacher role is minimized, being the facilitator of learning. She said, “[I use SIM] in my remedial classes, [where] teacher acts as a facilitator, no lecture, [and] students [accomplish] the SIM.” Another participant supported this with, “It is not used always, as they are for learners with developing knowledge on the concepts in science. Teachers are facilitators in this way.”

Truly, learners play an active role in learning. Discovery and inquiry are focal strategies in a student-centered learning environment tracing its constructivist principles from Vygotsky's Social Development Theory. Teachers' role had shifted to facilitating meaning-making of students rather than spoon-feeding them with concepts that they are already familiar with. The use of SIM serves this purpose. SIM promotes constructivism, letting the learner construct his own learning from the given material – strategically prepared and implemented.

Abridgement Tool

The lone participant that identified the use of SIM as an abridgement tool view that the material should emphasize the simplification and summarization of the concepts learned in a regular classroom teaching. He claimed,

“SIMs, in my class, should simplify the lessons learned in the classroom, especially that science is regarded to have many difficult concepts that one cannot easily grasp.”

This statement indicates that many scientific concepts are complicated and that these concepts need to be simplified before non-specialists in the hope that they are at the level of their understanding. Science is seen as a body of knowledge about how things work. Commonly, in regular instructions, teachers get the knowledge from the textbooks and transfer it to the students. That is how it often appears; to parent, to students, and sadly to many science teachers—a dilemma in science teaching.

Through summarization, the main concepts are highlighted in SIMs over trivial details of the lesson. This technique integrated in science SIM is more effective to many (Dunlosky, Rawson, Marsh, Nathan, and Willingham, 2013) than the typical strategies that students favor, such as re-reading and highlighting. Some learners have hard times in grasping details of the lesson in regular classroom instruction, therefore, SIM can function as an abridgement tool aiding learners to focus on the main concepts necessary to achieve science competencies.

The lone respondent who made this view brought out the major problem that many students and teachers, alike, long have been encountering in science education. While the use of SIM promotes constructivism, as discussed above, a problem though, is that in trying to encourage students to construct their own understanding, the uncertainty of their learning still remains. According to Wallace and Louden (2005), just because the students have the right words written down in their books, there is no guarantee that the meaning of those words will be translated into understanding the concept.

Teachers, being the facilitator of learning in this material, should strategically create a strategic intervention material (SIM) in science that will simplify the complicated concepts in science and highlight the major ones important in the achievement of the necessary competencies in science. Simplifying and summarizing these concepts does not make science simple, and learning for understanding involves much more than knowing by recall. The science teacher should incorporate appropriate pedagogy in the material to create opportunities for students to be challenged by the constructions they, and their colleagues, are forming.

The Impact of SIM Utilization on Educational Practice

Participants in this study varied in age, gender, teaching experience, and educational attainment. With these varied features, their responses yielded two major themes to answer the question on the impact of SIM utilization on educational practice: promotes autonomous learning and memory enhancement. In the former discussion, how SIMs are utilized in science classes is addressed. In the succeeding discussion, teachers' perspective on the impact of SIM utilization will be explored.

Promotes Autonomous Learning

The data provided results that revealed participants view of SIM integration in science classes as a way to promote autonomous learning. Three of the five participants believed that SIM will advance the learners into becoming independent and autonomous learners. Furthermore, they believe that SIMs, when prepared properly, teachers and learners will be benefited. Teachers will go away from stringently delivering long waves of discussion into becoming facilitators of learning. Learners become constructors of their knowledge, thus promoting critical thinking among them. As claimed by one teacher,

“Usually if the SIM fits the learning style of the learner or if it were advantageous on his/her part, improvement on the acquisition of the topic or skill taught is very much evident as shown in his/her assessment results. If in case SIMs are prepared well and are well-thought of, it would be very much of an advantage to

both the teacher as well as the learners themselves. It would benefit the teacher so that less supervision is taken. Although SIMs are very much like that of modules, they differ in many ways. The learners on the other hand would be developed in discovery and inquiry learning. Moreover, they would develop independence in learning and metacognition being aware on their own learning.”

Truly, the use of SIM has been regarded to develop learners' dependency of their capability and less from the teacher – autonomous learning. Macdougall (2008) defined autonomous learning as “characterized by personalization, self-directedness and less dependency on the educator for affirmation, and which therefore enhances rather than hinders the capacity for constructive collaborative participation in the workplace.” Autonomy in learning, however, has been mistakenly understood as independent instruction. It may be a fact that students who are capable of independent instruction may be effective in autonomous learning since they are able to acquire the necessary skills to perform such autonomy. Teacher's role in this process should not be discredited.

Ehrman (1998, cited by Yan, 2012) compared a classroom setting to a theater stage where students are actors. The teacher, on the other hand, assumes a lot of roles such as director, scriptwriter, audience, coach, prompter, but above all, another actor, while still giving emphasis on varied aforementioned roles. The teacher, in a communicative autonomous class, should shift the role from being teacher-centered toward making the learner the central character of the program.

Some teachers misunderstood learning autonomy as leading to redundancy of the roles of teacher due to the fact that learners are now capable of performing the same roles as their teachers. In fact, according to Yan (2012) in his study regarding the roles of teachers in autonomous learning, “although learner autonomy would help shift the learning/teaching responsibilities from the teachers to the learners, teachers' responsibility should be reinforced rather than reduced”. Yan (2012) identified two major roles in learner's autonomy, i.e. as managers and organizers.

Another teacher supports the earlier comment, however putting also emphasis on the physical construction of SIM and peer teaching. He claimed that,

“Student, himself, remembers the lesson well when SIMs are strategically-devised to aid in their learning experience. Most of the time [his] favorite character or a theme is used to act as the teacher so that this will be a student-centered activity, and at the same time, less talk for the teacher. It would also develop the comprehension skills of the students and will develop peer teaching skills as they would help one another in aspects they find difficulty in understanding.”

Appealing and creative SIMs usually require time and effort to make. Truly, it is an inspiration for many that teachers spend the midnight oil just to make the material. SIM making is a tedious task, but making it will make learners learn best. When students are familiar and most of all interested in the crafted SIMs, learning becomes not only effective but fun and interesting for them.

The use of SIM would intensify constructivism amongst learners, especially those who are low performing in a science classroom, and, in turn, promoting autonomous learning.

Promotes Memory Enhancement

While the first theme emphasized the use of SIM to promote autonomous learning, in which construction of knowledge is dependent to the student’s capability. The succeeding discussion will revolve around memory enhancement as an impact of the utilization of SIM as perceived by teachers.

Two of the five participants regard the use of such material for this reason. They see that SIM utilization will enhance the ability of the learners to memorize concepts. As verbalized by one participant, “SIM integration in science classroom impact educational practice by serving as a memory tool for learners to recall significant concepts of the lesson.” Furthermore, it was supported by another teacher respondent with, “It [Science SIM] impacts educational practice by improving the learner’s

acquisition of the knowledge or skill of the topic.” They believed that part of understanding the concept is also through memorization.

Science has a reputation for being difficult, let alone the many concepts that had to be memorized, i.e. formulae, scientific names, and so on. The students’ transition from high school expects tests for which they can prepare by memorizing material (Ganem, 2012). And this is an inevitable truth. Students cannot help but learn stuff by memorizing especially those whose future career may not necessarily utilize the difficult concepts of genetics, biochemistry, physics and so on, understanding and realizing its importance to their respective life may not be observed. Hence, resorting to memorizing. More than understanding, students cannot help but memorize them as well.

However, memory learning catches a lot of benefits. Many educators prefer teaching creativity and problem-solving, while disregarding rote memorization as for them, it is essential and even adverse. It is, however, important to point out that memorization can still play significant role in learning while considering the importance of promoting creative and analytical activities. Some benefits include training the brain to remember, improving neural plasticity and so on. Klemm (2005) claimed that memorization trains the brain to develop learning and memory schemas that facilitate future learning. Thus, when one teacher strategically and creatively plan for SIM, one thing that it should bring about is to allow learners to memory learn the concepts. The use of mnemonic devices and other memory techniques (Kelly, 1994) are just few of the many strategies that teachers can integrate in the crafting of science intervention materials.

Barriers to SIM Use in Science Classes

The interview questions generated data findings that provided information on barriers that hamper SIM integration as identified by participants. With the varied answers of the participants, two themes emerged: preparation and implementation. Under each theme, the respondents’ varied answers were classified into subthemes: preparation includes time constraints, support from administration and teacher competence, while implementation includes flexibility and student responses.

Preparations

The five respondents share the same sentiments regarding the problem on preparation of SIM as a tool to the students' learning. Formulating a well-defined material for student intervention is a critical initial step as it provides the foundations of the very material for the purpose of students' remediation. The varied responses of the teachers brought out three subthemes: time constraints, support from administration, and teacher competence.

Time Constraints

The data based on the question regarding the barriers encountered by the teachers revealed that time is a factor in crafting SIMs. Participant one stated, "the creation of SIM takes careful thought therefore time would be a [big] factor." In other words, planning an effective and well-thought out instructional tool particularly for non-performing learners can be very tedious. A teacher, foremost, is faced with time constraints toward achieving the goals of the curriculum and students' needs, especially during the preparation period.

A related study (Belzile, 2015) reported that it took teachers two years to develop a set of interactive tutorial materials for students and faculty, alike. The development posed a challenge on time due to problems encountered on collaboration and testing of the material (Belzile, 2015) for the students and teachers. The time needed to craft SIM that is effective towards students' skill and knowledge enhancement becomes a constraint for many teachers hence demotivating teachers to develop one for their students.

Statements provided by the other interviewees include, "It would be difficult to prepare one because of the time it would take to make one" and "It is time-consuming during preparation, implementation and checking of the material." These statements unanimously prove that making SIM requires dedication of time to properly conceptualize effective materials, activities and assessment to serve its purpose of improving the learning proficiency of the students with lower academic performance in science education. On top of this, the process of undergoing the material to validity and reliability testing (Kimberlin & Winterstein, 2008) to assure that materials to be produced will serve its purpose. This challenges

therefore science teachers to take time to emphasize more on the materials' quality more than the quantity (UNESCO, 2005) to achieve the goal of crafting the intervention material, that is to enhance students' low performance in science education.

Support from Administration

The role of administration, i.e. principal, school heads, and so on, is a big factor in the instructional process through provision of funds and resources for the preparation of an effective and strategically-designed SIM to level up the declining proficiency of science learners. One participant said that one constraint in the utilization of SIM is the availability of fund sources stating, "No available sources/funds for the crafting and reproduction of the material."

It is too much for teachers to plan and prepare for an effective material for remediation. The administrations' assistance in providing instructional resources to teachers is a manifestation of the level of school's achievement as Heck, Larsen and Marcoulides (1990) reported. Furthermore, Venezky and Winfield (1979) characterized that responding to the needed materials would mean "utilization of instructional resources to achieve maximal student outcomes." Allocating resources and materials should be of great effort from the administration to provide basic instructional needs to the teachers. This is one thing that is possibly missing in the current educational system, especially in the public sector.

Many educators complain about the limited support of the administration in terms of local funding for the purposes of instructional material utilization. Hence, many opt not to prepare such material as this may be costly especially in its reproduction.

Teacher Competence

Eraut (as cited by Orji and Abolarin, 2012) defined competence as the ability to perform the task and roles required by the expected standards. Competence of teachers in crafting materials is essentially a must towards effective learning of students. Of all remediation media, printed material such as SIM is significant. Primarily, these materials boost learning depending on the assimilated teaching skills while students progressively deduce mastery of the subject. The respondents unanimously said that the

first step to SIM is to strategically plan the material, which incorporates creativity. As verbalized by one, “Planning of creative and investigative activities for the material is difficult.”

Effective teachers are able to envision instructional goals for their students, especially those who need special attention in their learning, then draw upon their knowledge and training to help students achieve success. However, many teachers have poor knowledge on the preparation of the material or at least crafting SIM that is effective for their learners. Many teachers have a lagging knowledge since seminars and workshops are not provided on a regular basis.

All the participants agreed that in order to create the material, one must make sure that SIM has been carefully thought of. “The creation of SIM takes time,” as claimed by one of the science teachers. As part of promoting the wide use of the material, the Department of Education included SIM making that is open to all science teachers among the annual competition categories in science fair in the school, division, region, and even national level. However, it is due to this competition that teachers craft SIMs that may not have been strategically-designed. One respondent mentioned, “lack of knowledge in constructing one” is the basic dilemma of many science teachers.

Learners with insufficient level of understanding of the concept will overcome such problem through SIM that is a well-structured and a carefully-planned material. The appropriate utilization and planning of SIM by teachers enable the students to develop understanding of the science concepts, develop functional knowledge and manipulative skill.

Teachers’ expertise and professional experience in the preparation of SIM is crucial in delivering successful learning experience using the material. As claimed by Selahattin and Ilknur, (2010) teacher’s competence in preparing materials is a major requirement to meet educational goals. There is a need for teachers to receive profound training focusing on effective planning, preparation and implementation of SIMs for students undergoing remedial sessions. These needs advance educators to effectively implement their lesson through instructional and intervention materials to every student especially to those who are lagging behind in normal classroom instruction.

A. Implementation

The second theme that emerged from the responses of the participants revolved around the problems on the implementation of SIM, while the first theme dealt on factors relating to the preparation of the material. Even in the implementation phase, barriers on the integration of SIM surfaced. From their various responses, two subthemes were categorized: flexibility and student responses.

Flexibility of the SIM

One characteristic of a well-crafted SIM or any instructional material is its flexibility. This entails that materials uphold the competencies that the curriculum decree as necessary for the students to develop. Furthermore, these materials are flexible enough to be revised or adapted as needed, giving them greater flexibility than a commercially produce textbooks and other instructional materials.

However, as cited by the teachers, one limitation of SIM utilization is its non-encompassing nature. As verbalized by the respondents, “[SIM is] not suitable for skill-based learning of specialized topics such as manipulation of microscope”. Many materials only involve theoretical knowledge, which means that the use of SIM is confined, mainly, on concept acquisition, rather than skill development or practical knowledge. Bradley (2012) posits that “practical knowledge can often lead to a deeper understanding of a concept through the act of doing and personal experience.”

Furthermore, one participant mentioned about the “monotonous assessment found in SIM.” While SIM integrates creative activities for the students, traditional assessment, however, becomes a problem rather than incorporating authentic assessments to coincide with the creative aspect of the activities incorporated in the material. Shifting to an assessment that is unique and can be relevant to the students is encouraged rather than sticking to the stiff traditional approach. Mueller (2014) distinguished traditional assessment from authentic assessment. He said, on traditional assessments, students are typically given several choices in selecting a response, it is contrived, recalling, and recognition of knowledge unlike authentic assessment in which constructivism approach is highly observed.

It is very well encouraged that SIMs have to be aligned to a constructivist approach in which learners perform task rather than merely selecting responses, real-life rather than contrived, and construction and application rather than recalling or recognition of knowledge.

Student Responses

The last subtheme under implementation is on student responses on the use of science SIMs. Teachers' responses on this subtheme revolved around students taking SIMs for granted. As one teacher verbalized, "[There is] non-cooperative response of the students in accomplishing the SIM". Possibly, this is due to the fact that SIMs are produced without the sense of creative approaches and authentic assessments. The same sentiment is shared by another teacher saying, "inability to administer such [SIM] because of lack of time due to non-participation of students".

These comments reflect that SIMs are not serving its purpose which is to improve students' performance in science subjects. Instructional materials as a whole takes the students to formulate or generate ideas in order that learning would be faster and easier. But in order to serve that purpose, it should arouse the interest of the students. This is possibly the reason why learners are not participative in the accomplishment of such material. It is not motivating enough to arouse the students' interest.

Romano (2015) concluded that students want to have things which make them curious about it. Manipulation is one thing that learners would love to do in order to learn the difficult concepts in science education. Hence, teachers are expected to become as creative as possible to yield an effective SIM to level up the proficiency level of students in science education.

Conclusion

This phenomenological study attempted to capture the perspective of science teachers in the utilization of strategic intervention material (SIM) in increasing the level of proficiency of learners in science education. This study successfully surfaced

the unique perspectives of teachers in terms of the SIM utilization and integration, impact to educational practice and barriers in the use of the material. Their overall perspectives were summarized through the continuum which presents the general themes that emerged from the varied responses of the science teachers.

For all the participants in this study, SIM integration has become an important part of their teaching, especially in increasing the proficiency level of students whose performance in science education is at the lower levels. The findings demonstrate that with appropriate curriculum-based, strategically-planned and creatively crafted SIM integration in classroom practice, teaching science and facilitation will effectively become the tool for learners' understanding and appreciation of many concepts in science. The participants in this study reported a variety of views of SIM integration in the classroom especially after regular classroom instruction. Some used SIM as a re-teaching tool, some embraced it for the abridgement of complicated science concepts. The data indicate that these teachers view SIM dynamically as it does not only confine them in one perspective and that they willingly use the material to motivate "behind" learners to become constructors of their knowledge. The use of SIM, henceforth, was viewed by many teachers to have two major impacts, i.e. promotion of autonomous learning and memory enhancement. Truly, constructivism is an advancing belief for learner's stimulation of their critical thinking. Through this, students are able to be more than a passive type of learners and become active agents in the understanding of science concepts. While barriers during preparation and implementation surfaced as themes as to reason why the regular use of the SIM is not observed, teachers thought of ways to overcome it. They view the importance of the use of instructional material such as SIM as an integral part of learners' improvement in understanding of the sciences.

This study, however, has limitations. The findings are not reflective of the experiences and perspective of all science teachers given the same situation. Nonetheless, this study brought about trends worthy of further investigation. To this end, the researcher is hopeful that administrations, science teachers and students will see the value of SIM utilization as this enhances learning capabilities of

students and may reverberate in the improvement of students' performance in national and international assessments.

• • •

References

- Anderson, C.W., Sheldon, T.H., & DuBay, J. (1990). The effect of instruction on college non-majors' conceptions of photosynthesis and respiration. *Journal of Research in Science Teaching*, 27 (8), 761-776
- Belzile, B. (2015). Developing tutorials for several institutional partners: A real challenge. *Canadian Journal of Learning and Technology*, 41(31). Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1083524>
- Bunagan, F. (2012). *Science intervention material*. Retrieved from <http://www.slideshare.net/felix-bunagan/strategic-intervention-aterial>
- Bradley, S. (2012). *The value of theoretical and practical knowledge*. Retrieved from <http://vanseodesign.com/whatever/theoretical-practical-knowledge/>
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications
- Dacumos, L. (2015). *Personality styles, stress-coping mechanisms and academic performance of grade nine students in science*. Manuscript submitted for publication
- Dela Cruz, R. S. (2012). *The science dilemma in Philippine schools*. Retrieved from <http://www.mb.com.ph/articles/374863/the-science-dilemma-philippine-schools>
- Dunlosky, J., Rawson, K., Marsh, E., Nathan, M., & Willingham, D. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*. Sage Publications. Retrieved from <http://www.indiana.edu/~pcl/rgoldsto/courses/dunloskyimprovinglearning.pdf>
- Dy, L. (2011). *Teaching Physics through strategic intervention materials*. Retrieved from <http://jhody.hubpages.com/hub/teaching-physics-through-strategic-intervention-materials-sim>
- EFA Global monitoring report 2005. Retrieved from http://www.unesco.org/education/gmr_download/chapter2.pdf
- Eison, J. (2010). *Using active learning instructional strategies to create excitement and enhance learning*. Retrieved from <https://www.cte.cornell.edu/documents/presentations/Eisen-Handout.pdf>
- Elkington, J. (2015). *Should governments make emerging technologies a priority?* Retrieved from GreenBiz website: <https://www.greenbiz.com/article/governments-make-emerging-technologies-priority>
- Escoreal, A. (2012). *Strategic intervention material: A tool to reduce least learned skills in grade 4 science*.
- Faulkner, S.S. & Faulkner, C. (2009). *Research methods for social workers: Practice-based approach*. Morehead State University. Lyceum Books Inc.
- Ganem, J. (2012). *Why science is hard*. Retrieved from <http://www.thedailyriff.com/articles/why-science-is-just-so-darn-hard-854.php>
- Gultiano, A. (2012). *Effects of strategic intervention material (SIM) on the academic achievements in Chemistry of public high school students*. Retrieved from <http://www.slideshare.net/neoyen/strategic-intervention-material>.
- Hatch, J. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press

- Heck, R. H., Larsen, T. J., & Marcoulides, G. A. (1990). Instructional leadership and school achievement: Validation of a causal model. *Educational Administration Quarterly*, 26, 94-125.
- International student achievement in Science* (2012). Retrieved from http://timssandpirls.bc.edu/timss2011/downloads/T11_IR_S_Chapter1.pdf
- Kelly, E. (1994). *Memory enhancement for educators*. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED368734>
- Kimberlin, C. & Winterstein, A. (2008). *Validity and reliability of measurement instruments used in research*. Retrieved from <http://www.ashpfoundation.org/FundamentalsKimberlinArticle>
- Klemm, W. (2005). *Memorization is not a dirty word*. Retrieved from <http://thankyou-brain.blogspot.com/2013/05/memorization-is-not-dirty-word.html>
- Lincoln, Y.S., & Guba, E.G (1985). *Naturalistic inquire*. Newbury Park, CA: Sage Publications
- Madougall, M. (2008). *Ten tips for promoting autonomous learning and effective engagement in the teaching of statistics to undergraduate medical students involved in short-term research projects*. Retrieved from <http://www.jaqm.ro/issues/volume-3,issue-3/pdfs/macdougall.pdf>
- Mueller, J. (2014). *Authentic assessment toolbox*. Retrieved from <http://jfmuller.faculty.noctrl.edu/toolbox/tasks.htm>
- Oates, J., Kwiatkowski, R., & Coulthard, L.M. (2009). *Code of human research ethics*. Retrieved from http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf
- Ogbu, J. (2015). Influences of inadequate instructional materials and facilities in teaching and learning of electrical/electronic-technology education courses. *Journal of Education and Practice*. 6(33), 39-46. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1083540>
- Ogena, E.B., Lana, R.D., & Sasota, R.S. (2010). *Performance of Philippine high schools with special curriculum in the 2008 trends in international mathematics and science study (TIMSS-Advanced)*. Retrieved from <http://www.nscb.gov.ph>
- Olawale, S. (2013). The use of instructional materials for effective learning of Islamic studies. *International Journal of Jihat al-Islam*, 6, No. 2
- Orji, U. E., & Abolarin, E. (2012). Strategies for enhancing teacher competence and quality of classroom instruction. *Global Voice of Educators*, 1(1), 1 - 6. Retrieved from <http://www.globaleducators.org>.
- Oteyza, K. O. (2012). *Enhanced K to 12 basic education program: Opportunities and challenges economic issue of the day*. Philippine Institute for Development Studies. Retrieved from <http://dirp3.pids.gov.ph/ris/eid/pidseid1202.pdf>
- Policy guidelines on addressing learning gaps and implementing areading and writing program in secondary schools effective school year (SY) 2012-2013*, DepEd OrderNo. 39, S. 2012. Retrieved from http://www.deped.gov.ph/sites/default/files/order/2012/DO_s2012_39.pdf
- Salem al-amarat, M. (2011). *The classroom problems faced teachers at the public schools in Tafila Province, and proposed solutions*. Retrieved from <http://krepublishers.com/02-Journals/IJES/IJES-03-0-000-11-Web/IJES-03-1-000-11-Abst-PDF/IJES-3-1-037-11-041-AI-Amarat-M-S/IJES-3-1-037-11-041-AI-Amarat-M-S-Tt.pdf>
- Salviejo, E., Aranes, F. & Espinosa, A. (2014). Strategic intervention material-based instruction, learning approach and students' performance in chemistry. *International Journal*

- of Learning, Teaching and Education Research*, 2(1), 91-123.
- Selahattin, A. & Ilknur, O. (2010). *Prospective teachers' skills in planning and applying learning-teaching process*. Retrieved from <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED511210>
- Streubert-Speziale, H.J. & Carpenter, D.R. (2003). *Phenomenology as method*. Philadelphia, PA: Lippincott Williams & Wilkins.
- Venezky, R. L., & Winfield, L. F. (1979). *Schools that succeed beyond expectations in teaching reading (Tech. Rep. No. 1)*. Newark: University of Delaware, Studies in Education.
- Wallace, J. & Louden, W. (2005). *Dilemmas of science teaching: Perspectives on problems of practice*. Retrieved from https://books.google.com.ph/books?id=f-N6AAgAAQBAJ&pg=PA196&lp-g=PA196&dq=why+the+need+to+simplify+science+concepts&source=bl&ots=OLgIGts6OG&sig=rO8nnQE2oHw-Vizz3bihxQpArsI&hl=en&sa=X&ved=0ahUKEw-jMueKziP_MAhXIq5QKHdtfAMsQ6A-EIOTAE#v=onepage&q=why%20the%20need%20to%20simplify%20science%20concepts&f=false
- Weselby, C. (2016). *What is differentiated instruction? Examples of how to differentiate instruction in the classroom*. Retrieved from <http://education.cu-portland.edu/blog/teaching-strategies/examples-of-differentiated-instruction/>
- Wiles, R., Crow, G., Heath, S., & Charles, V. (2006) *Research methods: Anonymity and confidentiality*. Retrieved from http://eprints.ncrm.ac.uk/423/1/0206_anonymity%2520and%-2520confidentiality.pdf
- Yan, S. (2012). *Teachers' role in autonomous learning*. Retrieved from <http://www.macrothink.org/journal/index.php/jsr/article/view-File/2860/2371>
- 2011-12 *National achievement test: Year four institutional performance profile*. Retrieved from <http://depedpines.com/wp-content/uploads/2012/02/SEC.NAT-2012.pdf>

The Implementation of the Myanmar Teacher Competency Standards Framework

Aye Aye Myint

Yangon University of Education, Myanmar

Myo Win

Yangon University of Education, Myanmar

Abstract

As Myanmar raises the quality of education system, it needs teachers with the right values, skills, and knowledge to be effective practitioners. The Myanmar Teacher Competency Standards Framework (TCSF) has been developed. The main objective of this framework is to establish an agreed set of teacher competency standards to support improvement in the quality of teachers and teaching in Myanmar. To implement this framework, the core working group was organized. The framework consists of four main areas. Each domain has competency standards and minimum requirements for teachers' professional development. To ensure that the frame is useful for Myanmar's education system, the draft of the framework was field-tested. Such research tools as classroom observation, teacher self-appraisal, and interviews were used for the field-testing. A sample of 76 schools was included in this field testing. This framework will help to raise the quality of education system in Myanmar.

Keywords:

Competency standards, educational science

Authors' Notes

Correspondences regarding this paper should be directed to Aye Aye Myint at email aamyint15259@gmail.com or to Myo Win at email niwoymu@gmail.com.

Introduction

Myanmar has commenced a process of significant changes in political, social and economic affairs. So has in education. The role of education is expected to play in the nations' social and economic development. As Myanmar raises the quality of education system, it needs teachers with the right values, skills, and

knowledge to be effective practitioners. Therefore, Myanmar needs a strong system of teacher education, with programmes that provide the theoretical foundations to produce graduates with the kinds of professional knowledge, understanding, and skills associated with the role of the teacher and the process of teaching. The National Education Law of Myanmar also legislates that all teachers need

to be qualified. The government of Myanmar has prioritized teacher education in its education reform efforts, recognizing that improvement in quality of teachers is essential to quality education and positive student learning outcomes. The 30 -Year Long -Term Education Development Plan (2001-2031) also aims to uplift national education through a series of reform programmes, including the teacher education system. For these reasons, it is necessary to have a competency standard framework for Myanmar teachers.

The Myanmar Teacher Competency Standards Framework (TCSF) has been developed by a group of national professional education experts and UNESCO education specialists over a period of eight months in 2015-2016. UNESCO through the Australian aid funded Strengthening Teacher Education in Myanmar (STEM) project, provided technical assistance in developing the framework. The main objective for the development of this framework is to establish an agreed set of teacher competency standards to support improvement in the quality of teachers and teaching in Myanmar. To implement this framework, the core working group which consists of 14 members was organized. The members were teacher educators from Yangon University of Education (YUOE), Sagaing University of Education (SUOE), the University for the Development of National Races (UDNR) and representatives from some Education Colleges (EC) out of 22 Education Colleges, that produce primary and junior teachers in Myanmar.

Inclusive in this study are specific terms such as:

Competency standards: It is defined as the expectations of teachers' knowledge, skills and attributes and required levels of performance at various stages of their teaching carrier.

Educational sciences: It refers to the theoretical foundations of education and includes intercultural, philosophical, psychological and sociological knowledge as it relates to and informs teaching practice.

The Myanmar teacher competency standard framework

Processes described in the literature for framework development and implementation usually

involve the following nine main steps: (UNESCO, 2016)

1. Establishment of representative commissions, authorities or centres to provide oversight to the process
2. Situation and needs assessment analysis commissioned and or conducted via taskforces, working groups or committees
3. Planning and iterative approach to the design and development involving multiple drafts, informed by broad consultation with stakeholders for contributions and review
4. An initial draft for implementation testing and pilots
5. Implementation tests and trials – internal validity of frameworks in terms of use, relevance and preparedness and standards validation of the draft implementation version addressing perceived attainment difficulty of the indicators/descriptors of each competency standards and for each career stage.
6. Implementation planning - development of knowledge products (manuals, guidelines, tools) aligned to the specific uses and applications of the framework associated with implementation
7. Capacity development – targeted for teacher educators, principals, teachers, education managers and supervisors
8. Alignment with national qualifications frameworks – with systems and processes developed for accreditation of teacher education courses, teacher registration and certification
9. Monitoring and evaluation of implementation – identifying success factors for implementation and change in teachers teaching and their effectiveness

10. These steps were followed in carrying out the Myanmar teacher competency standard framework. The teacher competency standards framework explains what are the key characteristics and attributes of good teaching and what is expected of teachers' professional practices at various stages in their professional development. It is a guide for policy makers and curriculum developers responsible for teacher education (pre and in-service) and basic education. The teacher competency standards refer to the expectations of teachers' knowledge, skills and attributes and required levels of performance at various stages of their teaching career and are organized in **four domains**: (a) professional knowledge and understanding; (b) professional skills and practice; (c) professional values and dispositions; and (d) professional growth .

Each **domain** refers to a complex combination of knowledge, skills, understanding, values, attitudes, and desire which lead to effective, embodied human action in the world in a particular domain. Each domain is organized by **areas of competence** for which the competency standard is expressed as a concise statement with accompanying descriptors of the expected minimum requirements to be achieved by all teachers.

Competency standards are the expected professional abilities and skills a teacher should develop through their initial training and as they continue to grow and develop in their professional service and practice (i.e. through participation in induction and on-going in-service education and training).

Minimum requirements explain how knowledge, skills, actions, and desired types of behaviours may be expressed. These requirements refer to all teachers' professional development and cover all phases of their professional development. They also cover teachers teaching in different stages of schooling from kindergarten to grade 12 and all systems (public and private) of education in Myanmar.

Domain A: Professional knowledge and understanding

This domain encompasses the knowledge required for teaching different stages and level-appropriate subject content competency. It is necessary to understand how students learn and how they can be effectively taught in the key learning areas. Underpinning all competency standards in this domain is knowledge of educational policy, school curricula for Myanmar, its aims and objectives and developments. Under this domain, areas of competence are educational science, instructional technology, curriculum, and subject matter.

Domain B: Professional skills and practices

This domain deals with what teachers are able to do. The teachers' professional knowledge and understanding (domain A) is complemented by possession of a repertoire of teaching strategies for different educational contexts to meet the needs of individual students as appropriate to different subject areas and stages of schooling. Under this domain, areas of competence are pedagogy, assessment, classroom management and learner-centered values.

Domain C: Professional values and dispositions

This domain refers to the ideas, values, and beliefs that teachers hold about education, teaching and learning. It is underpinned by the values expressed in the Myanmar National Education Laws and reflects the mutual understanding by teachers and the community about Myanmar teachers. The areas of competence specific to this domain are professional ethics, service to profession and community and community leadership.

Domain D: Professional growth and development

This domain deals with teachers continuing professional growth and development. It incorporates teachers' habits, motivation, and actions related to their on-going learning and professional improvement. It advocates the importance of all teachers being aware of their role as leaders within the community and highlights the need for active research to support teachers' classroom performance and continuing professional development. The areas of competence specific to this domain relate

to reflective practices, collaborative learning, and initiative for research culture.

The framework is designed for use in: 1) supporting teacher quality related policy design and implementation; 2) developing teacher education curriculum, training and professional development programs; and 3) guiding teachers in self-appraisal and training needs analysis, and assisting education supervisors/ managers at various levels of the system to monitor and support teachers (pre and in-service) to develop in their profession and improve their practice.

Field testing

Field-testing is an important stage in an iterative approach to systems development. It provides the opportunity for the intended users to apply the framework within an authentic context and to provide feedback and suggestions for improvement. The data collected is used to identify areas for improvement prior to wider consultation and implementation planning. To ensure that the frame is useful for Myanmar's system of education, the draft of the framework was field-tested from July to September 2016. UNESCO education specialists and working group team leaders worked together to plan the methodology, design the data collection tools for the field testing of the draft framework.

Objectives of field test

The objective of field test of the draft Teacher Competency Standards Framework was to ensure that the framework fits the purpose and is useful for Myanmar's system of education.

Sub objectives

1. To apply the framework within authentic educational contexts;
2. To gather evidence of fit for purpose and relevance of the framework in these contexts;
3. To determine the nature of the tools and instruments required for field implementation of the TCSF by primary users; and

4. To identify teacher evaluation capacity building needs within system.

Methodology

Field test questions

1. Do the key stakeholders/primary users understand the intent of the content and terminology used? Feedback on what to rephrase and simplify (Myanmar and English versions)
2. Are the key stakeholders/primary users able to use the Framework for its intended purpose? Feedback on what to rephrase and simplify (Myanmar and English versions); input to implementation capacity development planning.
3. How do the length, number of competency standards, minimum requirements and indicators work in practice? Is the framework easily understood as a whole? Is the format user-friendly? Feedback on what can be merged or removed.
4. Is the Framework relevant – reflecting education policy and legislation and responsive to the cultural diversity of Myanmar and appropriate for the differing contexts in which teaching takes place? Collect practice examples from teachers and teacher educators for each competency standard and minimum requirement indicators.
5. Can the instruments and tools for implementation be easily developed and readily used? E.g. for classroom observation of teachers, for teacher self-appraisal or for supervisor monitoring of teaching practice? Preparation and conduct of the field-testing provides the first test of instrument development and evaluation capacity building.
6. Do the stakeholders/users perceive the framework to be of use for teacher

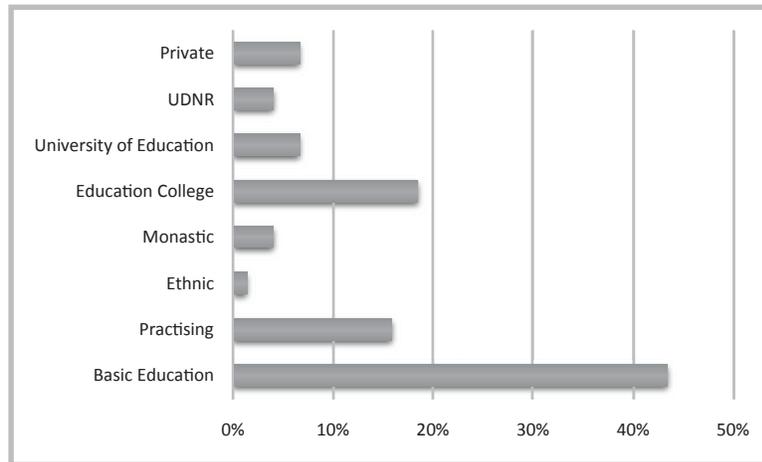


Figure 1. Type of school

education, improving the quality of teaching and teachers continuing professional development? Input to implementation capacity development planning.

Instruments

To be able to answer the field test questions, such research tools as **classroom observation, teacher self-appraisal, focus group discussion, key informant interview** and **case study** were used in this field testing.

Participants

The field-test involved seventy-six (76) test case sites, each selected purposively and for convenience to include participants from all states and regions, teacher education institutions and basic education school providers - government, non-government, monastic, ethnic, private and secular education. The sample also covers all stages of schooling - Kindergarten, Primary, Lower and Upper Secondary (see Figure 1). Participants from each case site included graduating student teachers or in-service teachers with formal teacher training ranging from 1 month to 5 + years and with up to 5 years experience (see Figure 2). The school, college or university principal or head of department was also interviewed at each site. As is consistent with the overly feminized nature of the profession, 78 % of the sample were female.

Cases for the field test were purposively selected to ensure coverage of all states and regions, school

types (government and non-government) and stages of schooling (see Figure 3). It was also important to include in the sample both graduating and in-service teachers reflecting the various pathways to teaching in Myanmar. Additionally, field test observers needed to be able to visit the school within a day, reducing both cost and imposition on their other personal commitments and professional duties.

Data Collection

The field test was conducted by the TCSF Working Group with support from the UNESCO Strengthening Pre-Service Teacher Education in Myanmar (STEM) programme. Adopting a case study approach, the field test involved 76 case sites purposively selected to reflect the heterogeneity of teacher education and school teaching contexts in Myanmar. Conducted from July to September 2016, the field test used quantitative and qualitative methods to collect data from 212 primary stakeholders on the relevance and use of the framework for improving the quality of pre-service education and in-service teaching in Myanmar. The design, data collection methodology, and data collection tools are aligned with the core purpose of the field test. Review of the research-based literature pertaining to similar tests and implementation trials was used to inform the methodological approach and provided examples of field-testing instruments on which to base the design of data collection instruments for this field test. All field-testing documents were developed in English and translated into Myanmar for use in the field. Field test observers/data collectors attended two days of field test training.

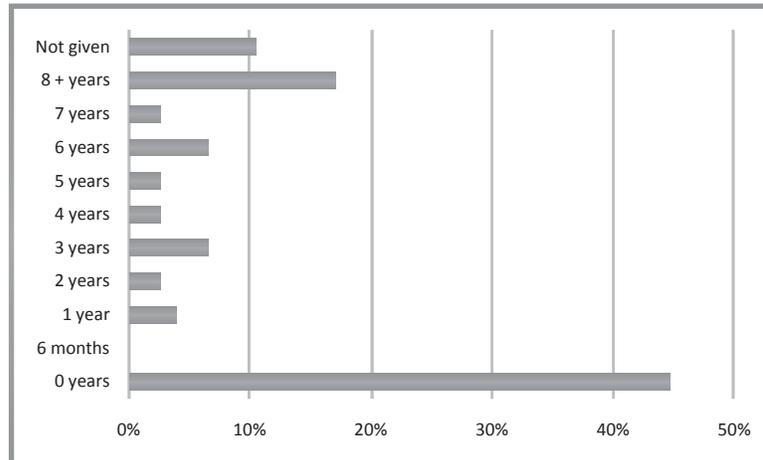


Figure 2. Teacher's years of experience

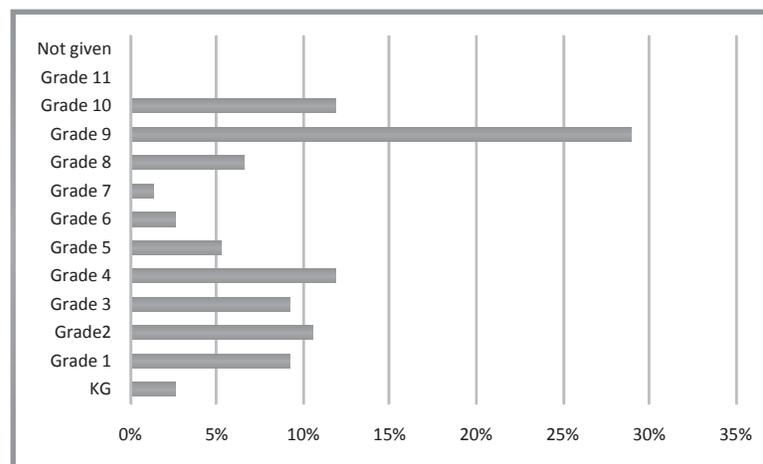


Figure 3. Grade observed

Data Analysis

Hardcopies of the raw data were collected from all field test observers by courier, labelled by case site and entered into an Excel spreadsheet or Word document; each respondent and case was given a unique identification code. Respondents included teachers, principals, student teachers, EC principals, teacher educators, and heads of department. Coding sheets were developed for each of the data collection tools. Preset codes categories and themes were developed from the field test questions for use in the initial analysis of the qualitative data - case studies and interview data. Emergent codes as required were added during the analysis of the English versions and cross checked with Myanmar data set to ensure equivalence of meaning and to enhance validity of the emerging codes, categories and themes. Classroom

observation video data (not collected for all cases) on CD was also given a case code to link it to the classroom observation data.

Summary of findings in relation to field test questions

The intent of the framework is reportedly well understood by the majority of respondents as determined through interviews with school principals, teachers, student teachers and teacher educators. The intent of much of the content is also generally understood, however, respondents overwhelmingly indicated that the current version uses too much technical language and needs to be simplified.

The use of the self-appraisal tool and classroom observation demonstrated that the framework can be used to support teacher professional learning and

development. However, the capacity to explain how it may be used is at best emergent.

When interviewees were asked content format and structure, many interviewees could not provide informed suggestions. The framework contains too many new and technical terms with terminology that need to be reviewed and expressed in plain language.

When asked how well the four domains and competency standards of the framework cover all aspects of what a teacher needs to know and to be able to do, 76% responded positively and proposed that it was comprehensive with the four domains covering all the relevant aspects of teachers' knowledge, skills, roles and functions. But, with some concern expressed in relation to implementation and the need for support if it is to be effective in implementation.

Concerning with capacity development, there are significant components of the framework content that is less well understood primarily because it has not previously been expressed or of concern to teachers, principals or teacher educators. Therefore, it is necessary to develop a comprehensive and strategic plan to support implementation across all sectors and at all levels for the system of education.

In response to the questions relating to relevance including policy, legislation, differing contexts, most respondents expressed concerns in relation to the level of experience of teachers. The findings suggest that the minimum requirements or indicators are a little advanced for teachers, especially for those with less formal training and experience.

Recommendations

The preliminary findings from the field test provide evidence that the intent of the framework is appropriate and acknowledged by many stakeholders. However, the current version requires revisions to simplify the content and language to make it more useful and meaningful. Broader consultation and discussion should be conducted to develop an understanding of how the framework may be implemented within Myanmar's system of education and the capacity development requirements for on-going implementation. As the framework is to be

implemented for use as a professional developmental tool, more extensive implementation trials and validation surveys are required.

• • •

References

- Alexander, R.J. (2014). *Teaching and Learning: The Quality Imperative Revisited*. University of Cambridge.
- Baxter, P. & Jack, S. (2008). Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4), 544-559.
- Bourgonje, P. & Trump, R. (2011). *Quality Educators: An International Study of Teacher Competences and Standards*. Education International and Oxfam Novib.
- DFAT, (2014). *Teacher quality: evidence review*. Office of Development Effectiveness, Department of Foreign Affairs and Trade.
- European Commission (2013), *Supporting teacher competence development for better learning outcomes*. European – Education and Training.
- Masters, G.N. (2013). *Reforming Educational Assessment: Imperatives, Principles and Challenges*. Australian Education Review. Australian Council for Educational Research. Organisation for Economic Co-operation and Development (OECD) (2013). *How is Pedagogical Knowledge Codified in the Teaching Profession? A Critical Review of Selected Competence Frameworks for Teachers and Other Professions. Background Paper. Innovative Teaching for Effective Learning (ITEL) project*. Paris: OECD.
- O'Leary, M., (2014). *Classroom Observation: A guide to the effective observation of teaching and learning*. New York: Routledge.
- Patton, M. (2015). *Qualitative research and evaluation methods* (4th ed). Los Angeles, CA: Sage

Punch, K. (2014). *Introduction to social research: Quantitative & qualitative approaches* (3rd ed.). Los Angeles, CA: SAGE.

Impact Evaluation of the NSTP in Promoting Volunteerism towards Nation-Building

Zhanina U. Custodio

Teresita T. Rungduin

Eisha Vienna M. Fernandez

Rachel Rodriguez-Ortega

Laarni A. Urbiztondo

Rowena D. Sabate

Philippine Normal University

Abstract

The study aimed at evaluating the level of volunteerism among National Service Training Program (NSTP) students before and after taking NSTP courses, and identifying specific impacts of NSTP towards volunteerism. Four scales and two focus-group discussion guides assessed the level of volunteerism among students. Results reveal that the level of volunteerism among student-respondents before the start of NSTP was high. Improvements in volunteerism were observed after comparing the levels before and after taking the NSTP courses, which implicate that areas covered by NSTP may actually develop perspective and empathy in students. Analysis of data from the NSTP Facilitators' Focus Group Discussion (FGD) and interviews revealed an increased: 1) level of volunteerism spirit; 2) sense of personal effectiveness; and 3) awareness of the social issues after the course of NSTP. These findings suggest that the study could serve as basis for planning and implementation of the NSTP curriculum in order to sustain volunteerism spirit toward nation-building. It is recommended that further longitudinal study on the effect of NSTP to volunteerism be done on a national scale.

Keywords:

volunteerism, National Service Training Program, impact evaluation

Author's Notes

Correspondences regarding this paper should be directed to Zhanina U. Custodio at email custodio.zu@pnu.edu.ph.

Introduction

Education has long been considered as a tool for social transformation and a means for nation-building. Social change happens as a response to many types of social and nonsocial environment, and as education is considered to be the most important instrument of social change, schools raise awareness on students' civic duties through programs and other events.

One means to increase students' civic consciousness and community engagement is through service learning, an approach that integrates community services with instruction to apply what students have learned inside the classroom to the real-world context in order to concretize learning, and more importantly, strengthen civic and community responsibilities. This thrust is very evident in the study conducted by Morgan (1999) where civic values were developed in students

through quality service learning programs. A more positive effects on students' ability to help others, work well with other people, respect for others, and view the world from other perspectives were also observed in students who were engaged in service-learning.

Service-learning can be done in one's own community through partnering educational communities with community organizations and/or outside of one's country or community. In the Philippines, one of the many service-learning programs is the National Service Training Program (NSTP). Promulgated in 2001 through R.A. 9163, the NSTP is intended to expand and enhance the participation of tertiary students in nation-building. There are three service components of NSTP: Literacy Training Services (LTS), Civic Welfare Training Service (CWTS), and Reserved Officers' Training Corps (ROTC). All students taking any baccalaureate degree or 2-year technical-vocational courses in any government-owned and government-supervised institutions are required to complete one of the NSTP components as requisite to graduation. Graduates of the LTS and CWTS compose the National Service Reserve Corps pursuant to RA 9163, while those of ROTC comprise part of the Citizens Armed Forces, pursuant to RA 7077. Management of the NSTP is given to respective schools, hence they are expected to design, formulate, adopt, and implement the different NSTP components (Republic Act No. 9163). Since NSTP is aimed at improving the civic consciousness of the youth that will translate civic and/or military leaders or volunteers whom can be called upon by the nation in case their services are needed, volunteerism is one of the integral values that is necessary to be developed through this program.

The UN General Assembly (2012) defines volunteerism as "undertaken of free will, for the general public good, and where monetary reward is not the principal motivating factor." This character may be driven by prosocial personality, the "enduring tendency to think about the welfare and rights of other people, to feel concern and empathy for them, and to act in a way that benefits them" (Penner, Fritzsche, Craiger, & Freifeld, 1995).

It is important to understand the reasons for people to start volunteering and continue to do so over a long period of time. Two theoretical models attempt to explain volunteerism, and the factors

affecting it. The Volunteer Process Model (Omoto & Snyder, 1990, 1995; Omoto, Snyder & Berghuis, 1993; Snyder & Omoto, 1992) emphasizes that the volunteer's prior personal experiences, current circumstances, and current personal and social needs are central to their initial motivations to volunteer. It also proposes that the tendency for people to continue volunteering for an extended period of time depends on their satisfaction with the organization, positive feelings about being a volunteer, commitment to the organization, and the match between the volunteer experience and the individual's personal and social motives. The Role Identity Model (Callero, Howard, & Piliavin, 1987; Grube & Piliavin, 1996; Piliavin & Callero, 1991), in fact explains volunteerism in the context of the role of the volunteer and the social structure within which volunteerism occur. It argues that the volunteer's roles become part of personal identity as the volunteer's self-concept is changed as a result of continued volunteering. In a study conducted by Penner & Finkelstein (1998), affective measures (e.g. satisfaction, positive feelings), altruistic values, other-oriented empathy, and other prosocial personality were associated with volunteering activity, and that the volunteer's role identity is vital in maintaining long-term volunteering activity.

The previously presented studies suggest that volunteerism is affected by social and personal constructs. In the Philippines, volunteerism is deeply rooted in the Filipino culture. The concepts of *damayan*, *kawanggawa*, and *bayanihan* are diverse forms of collective volunteering effort of members of the Filipino community during times of need. Volunteering improves social stability and leads to strong mutual trust and cohesion among the members of a society, and decreases partialities against others. In students, it helps develop their social skills, enabling them to gain more confidence, open doors for more opportunities, and develop their sense of nationalism through civic and community works.

Volunteerism among students taking NSTP courses, which are service-learning oriented programs, should be assessed in order to somehow realize its influence in creating a pool of civic leaders and volunteers that the country will rely on in times of dire need. Previous researches on NSTP focused on its implementation. Mosura (2011) found that a collaboration of an educational institution (implementing CWTS) and the barangays of

Mandaluyong City provided skills training, making the residents equipped for livelihood abilities. Little attention is also given to ROTC because some universities and colleges offer only LTS and CWTS (Calonzo, 2014).

The National Center of Teacher Education and premier teacher education institution of the country that nurture innovative teachers to meet the challenges of internationalization is subscribed to promoting literacy and thus offers the LTS component of the NSTP. Students enrolled in this program are oriented on the goals of NSTP and the University's program in general, and takes the lead in improving literacy, in various forms, of the members of the partner communities and schools. The university's NSTP requires students to be immersed in the partner community or school to completely have a grasp of the latter's current condition so as to assess and help address their needs. This is in conjunction with the goal of NSTP of increasing the level of awareness in terms of the needs of the state and the shared responsibility that every member has in addressing nation-building concerns. This becomes a platform of service-oriented characteristics, such as volunteerism.

Purpose of the Study

The paper aimed to assess the impact of NSTP in promoting volunteerism through accounts of the teachers and students. It also attempted to explain the mechanism by which the NSTP promotes concern for the general welfare of the people who are in need, especially with regard to literacy, environmental and community safety concerns,

The study specifically aims to:

1. Assess the level of volunteerism among the students
 - a. before the start of the NSTP;
 - b. after every NSTP course taken.
2. Identify specific impact of the NSTP component towards the development of volunteerism.

Conceptual Framework

This study is anchored on the theory of altruism and selflessness by Rehberg (2005) which states that the pro-social behaviour of helping others is motivated by altruism and selflessness. The motivation (Guay et al., 2010) to volunteer may be intrinsic—for the improvement of one's self; or extrinsic—for the betterment of the majority and improvement in the society.

Conceptually, volunteerism, is any effort by an individual or in collective effort with others to work for the betterment of oneself, other individuals, communities, society or the nation. As such, the "volunteer" does not expect any monetary gain or reward in return from the target community, in some cases, give some form of recognition in the end. They do not work for money but for less tangible yet more important forms of "remuneration", such as building self-esteem, self-satisfaction, improving their health, developing contacts (and sometimes get good-paying jobs), appreciation, and an opportunity to build skills.

Although NSTP is a mandatory community service, it should consider the full understanding on the value of sustained volunteerism and the program objectives set for schools on the underlying motivations. Exposure to volunteer work and contact with primary beneficiaries of services may improve volunteering activity. As explained by Stryker (1980), the continued volunteering activity may increase commitment to organization, and both may affect the individual's self-concept that will translate to the volunteer role becoming part of their personal identity.

Literacy Training Service is the focus of the teacher education institution of interest in this study. All sophomore students are enrolled in this subject for two semesters, with a three-unit credit, equivalent to 54-90 training hours each semester. The Community Partnership and Extension Office of the university tasked to oversee the activities of the students enrolled in NSTP with a designated NSTP coordinator who is assigned to plan, organize, and supervise its implementation. Aside from these, some higher batch students and faculty facilitators who assist in the conduct of the program, accompany the students particularly during community immersion.

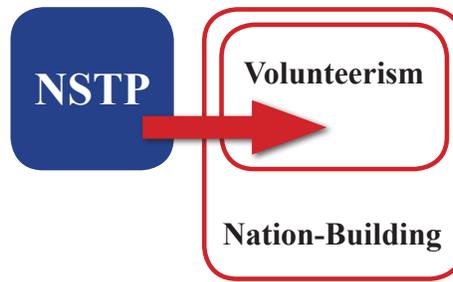


Figure 1. Conceptual Framework

In the LTS, the first course taken by the students is NSTP 11 (Introduction to NSTP) which centers on the formation of one's self. It gives students an in-depth information about their personalities and helps them improve their skills in dealing with others and helping different kinds of people who are in need. Emphasis is placed on the application of volunteerism and leadership to diverse human endeavours.

Students who passed the NSTP 11 are allowed to enrol the second course, NSTP 12 (Community Immersion). Students are assigned to different partner communities or schools where they will be allowed to observe first to gain insights on the current situation and later on assess the need of the environment so that appropriate literacy services could be provided. The first module of NSTP 12 focuses on the nature of community service intended for the students to find the true meaning and nature of community service. The second part of their training involves the actual immersion into the community and identifying variety of techniques and strategies that can be used in group activities in the community.

Nation-building is about people. People who make effort to build institutions and practices that allow people to govern themselves in peaceful and prosperous ways. Nation-builders are those who take initiative to develop the national community, through government programs that include the mandatory NSTP subjects for tertiary education. These students who immerse in communities are the change agents and the driving force in the creation of a more transparent and democratic society. They help build the nation with the will and vision to accomplish greatness through the spirit of volunteerism, not for themselves, not for their immediate families, and friends, but for the progress of the nation.

The assumption set forth in this study is the increase in volunteerism or motivation to volunteer after the students have undergone the NSTP-LTS. The paradigm shows that NSTP facilitates the improvement in volunteerism among students, which plays an integral role in nation-building (see Figure1). This reflects that NSTP is a catalyst to a nation of citizens with heightened civic consciousness who are working towards community improvement and nation-building.

Methodology

Research Design

This study is an experimental research. Respondents were tested on the levels of volunteerism from different perspectives (outcomes, motivation, helping attitude, and the capacity to be charitable) on two occasions before the taking NSTP and after they took the course. The design requires that students are assumed to have equal characteristics at the start of the NSTP courses in terms of their levels of volunteerism while differences among sections and with their pre-test scores are assumed to be evident after taking the course.

Participants

Purposive sampling was used to cover all college students currently enrolled in NSTP1 course subject, first term SY 2015-2016 of the university. All students enrolled were invited to participate and consented to involvement in the survey. The total size sample comprised 360 college students, 282 female and 75 male students with ages ranging from 16 to 18 years (mean = 17.5). Table 1 shows the distribution of students across sections and year level.

Table 1. Distribution of participants according to Sections and Sex

<i>Respondents' Characteristics</i>	<i>f</i>	<i>%</i>
<i>Year and Section</i>		
I – 7	36	10.0
I – 8	32	8.9
I- 1	32	8.9
I-10	38	10.6
I-2	30	8.3
I-3	39	10.8
I-4	35	9.7
I-5	37	10.3
I-6	36	10.0
I-9	28	7.8
III-14A BECED	17	4.7
Total	360	100.0
<i>Sex</i>		
Female	283	78.6
Male	75	20.8
Total	360	100.0

Ten first year sections comprising of 343 students and one junior section with 17 students of the university were selected to be part of the study. Table 1 presents the general profile of the respondents.

The third year students were selected because their curriculum is designed to take the NSTP course during their third year. Majority of the respondents (283 or 78.6%) were females while 75 or 20.8% were males with ages ranging from 16 to 18 years (mean = 17.5).

Sampling was done by selecting all the first year sections taking NSTP 1 or the introductory course, which included one third year class during the first term, SY 2015-2016. All students in all sections were chosen to be the participants. Consent forms were distributed during the orientation of the students for their NSTP course which were later returned with signatures of their parents.

Instruments

Four scales and two focus-group discussion guides were used in this study. The scales measure

levels of volunteerism in the areas of:

1. Volunteering Outcomes which include 18 outcomes that can result from volunteering and ask that respondents their agreement or disagreement with each outcome (<http://www3.uakron.edu/witt/rmfcs/booklet.pdf>). A reliability analysis was undertaken with 150 college students resulting to a reliability of a .916 using Cronbach alpha;
2. Volunteer Functions Inventory is a 30-item measure of motivations to volunteer. The authors of the scale (Clary & Snyder, 1998) used a functionalist approach to volunteering, examining the functional motives individuals have for choosing to volunteer. The scale is divided into six separate functional motives (i.e., factors): 1.) Protective Motives – a way of protecting the ego from the difficulties of life; 2.) Values – a way to express one’s altruistic and humanitarian values; 3.) Career – a way to improve career prospects; 4.) Social – a way to develop and strengthen

social ties; 5.) Understanding – a way to gain knowledge, skills, and abilities; And 6.) Enhancement –a way to help the ego grow and develop. Upon reliability testing, the computed Cronbach alpha yielded a .97 reliability;

3. Helping Attitude Inventory is a 20-item measure of respondents' beliefs, feelings, and behaviors associated with helping. Each item is answered on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). Developed by Nickell in 1998, the computed Cronbach alpha upon testing with 150 college students yielded a .725 reliability; and
4. Attitude Towards Charitable Giving (Furnham, 1995) is a 20-item measure of an individual's attitudes toward giving to charity. The scale has 10 positively worded and 10 negatively worded items. It is divided into five factors: 1.) Inefficiency of Charitable Giving; 2.) Efficiency of Charitable Giving; 3.) Cynical Giving; 4.) Altruistic Giving; and 5.) Purpose of Charity. Reliability results revealed a Cronbach alpha of .89.

The scales were developed by the Fetzer Institute with validity examined through its associations with attachment dimensions, empathy, emotional control, relational interdependent self-construal, communal orientation, and value priorities. The reliability for sample appropriateness were gathered through testing and computation through Cronbach alpha.

The team developed the focus group discussion guide and was validated by experts who were NSTP course professors. It was also tried out to eight student facilitators to gauge the level of question understanding and time needed for the whole session. The try-out revealed that the Focus group Discussion (FGD) would take 45 minutes and that the questions could easily be understood by the participants. The FGD guide is comprised of nine questions about students' experiences to volunteer after they had taken NSTP. For the course facilitators, questions revolved around observations regarding the volunteering behaviors of the students they handled.

Sample questions included:

1. Would you encourage others to become involved in the NSTP?
2. What specific skills and abilities did the students gain from the involvement in the NSTP?

Data Collection

Data collection was scheduled in three phases. The first phase included gathering the parents' consent of students below 18 years old and the students' assent to participate in the study for those beyond 18 years old. Coordination was likewise done with the Director of concerned offices, course professors, and facilitators for testing procedures as well as FGD schedules with the students. Initial reliability testing was done among students who were at the same year level but are not taking NSTP. The first phase ended with the administration of the scales for pre-testing.

The second phase focused on computing for reliability of the informal observations during the course and post-testing of the scales. This was done after three months of once-a-week meeting of the NSTP classes. Lastly, the third phase included conducting the FGD sessions with the course facilitators and selected students to validate and gauge the quality of volunteerism and its outcomes over the whole term. Debriefing as to the objectives of the study was also done.

The testing of the volunteerism scales (volunteering outcomes, functions inventory, helping attitude, and charitable giving) were given at different time intervals during the NSTP classes. For the pre-testing, the scales were administered after the orientation program in assigned rooms that were checked for conduciveness and safety. The scales have a total of 88 items with 18 to 30 items per scale, each scale were administered after a 15-minute interval to address possible fatigue-issues related to testing. The answered sheets were scored and interpreted in relation to standard scores and test papers were kept in safety.

The scores of each participant revealed levels of volunteerism from different perspectives: (1) with regard to outcomes; (2) motivation to volunteer; (3)

Table 2. Level of Volunteerism among the Students before the Start of the NSTP

	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Volunteering Outcomes Scale	90.6	15.36	High
Volunteer Functions Inventory	157.57	25.69	Inclination towards Protective Factors
Helping Attitude Scale	71.5	7.5	Moderate
Attitude Towards Charitable Giving	70.1	10.78	Efficient Charitable Giving

helping attitude; and (4) capacity to be charitable. These areas were repeatedly tested over the course of three months. In addition, a focus-group discussion was held to gather information on the quality of volunteerism developed among the students. The FGD was also conducted among the students’ facilitators and class leaders who were volunteer upper year level students. Conduct of the FGD primarily focused on assessing the impact of NSTP classes on the students with regard to skills and community involvement.

Data Analysis

The study used descriptive statistics in describing the levels of volunteerism of the students at the start of their NSTP. Analysis of variance was used to determine differences in sections as well as differences in their pre-tests and post-tests mean scores. Scheffe was used as a post-hoc test to determine where differences among sections lie.

Results and Discussion

Level of Volunteerism Among the Students Before the Start of the NSTP

Table 2 reveals that at the start of the NSTP program, the students had varied levels of seeing the outcomes of their volunteerism acts ($M = 90.6$; $SD = 15.36$) but in general were high in being conscious of what their volunteer acts may result into. Additionally, the volunteer functions inventory revealed that at the start of the NSTP course, students in general were inclined to initially engage in volunteering acts

to lessen their feelings of being lonely or isolated (protective factors) ($M = 157.57$; $SD = 25.69$). One can deduce, though, that the scores were largely different from one another as evidenced by the large standard deviation.

The students’ helping attitude at the start of the NSTP program was at a moderate level which primarily means that the students may need to improve how they view volunteerism as a personally rewarding act. Their behaviors, beliefs, and feelings associated with helping present a moderate construal of themselves in relation to helping ($M = 71.5$; $SD = 7.5$). Lastly, the students were seen to be efficient in being charitable towards others, which means they are prone to seeing a just world ($M = 70.10$; $SD = 10.78$).

According to Clary and Snyder (1998), there are six different functions served by volunteerism, and these are Values function, Understanding function, Social function, Career function, Protective function, and Enhancement function. In this study, the six functions comprised the volunteerism scales shown in Tables 3 and 4. Results revealed that in general the students viewed participating in activities as positive and valuable. This is an imperative perspective because it can be inferred that students do not see the NSTP courses as obligatory courses and perceive the course activities as something that is beneficial to them. Student-respondents showed a certain degree of importance in doing volunteer work. They placed high importance in engaging into activities that promote helping and being of assistance to other people. They see their involvement as something they can learn from and attribute volunteering to enhance their social circle.

Table 3. Correlation Indices of the Selected Scales

	<i>Volunteering Outcomes Scale</i>	<i>Volunteer Functions Inventory</i>	<i>Helping Attitude</i>
Volunteering Outcomes Scale	-		
Volunteer Functions Inventory	.77**	-	
Helping Attitude	.41**	.41**	-
Attitude Towards Charitable Giving	.24**	.33**	.39**

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

Table 4. ANOVA Results of the Pre-Testing of the Scales among the Participants (N= 360)

		<i>Sum of Squares</i>	<i>df</i>	<i>F</i>	<i>Sig.</i>
Volunteering Outcomes Scale	Between Groups	4366.575	10	1.895	.050
	Within Groups	80418.081	349		
	Total	84784.656	359		
Volunteerism Function Inventory	Between Groups	9934.569	10	1.527	.128
	Within Groups	227075.254	349		
	Total	237009.822	359		
Helping Attitude Scale	Between Groups	883.948	10	1.597	.106
	Within Groups	19321.582	349		
	Total	20205.531	359		
Attitude Towards Charitable Giving	Between Groups	1518.725	10	1.317	.220
	Within Groups	40258.250	349		
	Total	41776.975	359		

Note: N= 360, significant @ .05

Helping attitude, in this study, measures the respondents' feeling, beliefs, and behaviors concerning their interaction with others. Student exhibit efficiency in providing help to those in need. Items in the scale include items like people giving money to organizations they can identify their cause with.

Table 3 presents the correlations between and among the selected scales. Results showed that all the scales are correlated at .01 level of significance.

Table 4 presents the comparisons of performances in the four (4) scales before the start of the NSTP courses. The data show that no significant differences were observed between the different

groups' mean scores in the four scales. It may be inferred that the groups were equal at the start of the NSTP courses and that an observed differences may be due to chance. It also means that while the students demonstrated relatively moderate to high volunteerism, the levels were not enough to establish differences among sections.

Assessment of Levels of Volunteerism after NSTP 11

Data from the post-tests of the participants revealed that they had a high perception of the outcomes of their volunteering to different school and community activities ($M = 84.81$; $SD = 16.06$) (see Table 5). The students perceived that they are contributing to a greater cause by volunteering and that

Table 5. Levels of Volunteerism after the NSTP Courses

<i>Post test scales</i>	<i>Mean</i>	<i>Standard Deviation</i>	<i>Interpretation</i>
Volunteerism Outcomes Scale	84.81	16.06	High
Volunteer Functions Inventory	148.83	27.24	Inclination towards values
Helping Attitude Scale	70.92	6.08	Moderate
Attitude Towards Charitable Giving	68.84	7.01	Efficient Charity giving

their self-esteem increases as they volunteer in various academic and non-academic activities. With regards the Volunteer Functions Inventory data, initially, the students were inclined to engage in volunteer acts because they would want to be with other people and experience working in groups. However, in the post-testing of the scale, the responses were inclined to express students' altruistic and humanitarian motivations ($M = 148.83$; $SD = 27.42$). Their helping attitude is still in the moderate classification. Lastly, consistent with the pre-test results, the students considered themselves efficient in charity giving ($M = 68.84$; $SD = 7.01$).

Comparing the levels prior to and after taking the NSTP course reveal that improvements were seen in volunteerism. Significant differences were observed in volunteering outcomes ($t = 4.852$, $p < .01$) which may be interpreted as students being less conscious of the tangible benefits of volunteering and seeing the volunteering as a personal goal without thinking about the actual outcome. In addition, the students perceived that differences also existed in how volunteerism functions. The shift from putting primary importance on gaining friends as a function of volunteerism to perceiving it as a form of being more humane and altruistic may implicate that the areas covered by the NSTP course may actually develop perspective and empathy ($t = 5.05$; $p < .01$) (see Table 6).

Interestingly, the students' scores on helping attitude was not significantly different ($t = 1.35$, $p < .01$). This may be primarily due to the scope of what the scale is supposed to measure, specifically the interdependent construal which may be relatively consistent and permanent over time. What is interesting in the results from the helping attitude scale is that the

students reported having positive feelings and attitude towards helping which may be influenced by the types of activities they experienced when they were taking the course.

Lastly, significant differences were observed in the attitudes towards charitable giving, with a relatively higher efficiency to be charitable ($t = 3.48$; $p < .05$). This means that the students generally believed that there is a just world and that people need to be helped because they deserve to be helped. The results also revealed that there is a high level of interpersonal trust among the students which may have been cultivated in the atmosphere and environment provided by the University.

Apparently, an evident difference was seen in the Volunteerism Functions Inventory ($F = 3.107$; $df 10, 28$, $p > .01$), which shows that priorities between classes were somewhat different. As shown in Tables 6 and 7, the classes were inclined to become humanitarian and altruistic; however, levels may be obviously varied in relation to the levels of their volunteerism functions. All the other tests did not show that differences existed between classes after taking their NSTP courses. Scheffe test revealed that differences in the sections were primarily due to higher humanitarian scores of two sections.

The aforementioned data provides information on the NSTP classes in the university, that first, there is a high possibility that outcomes are high in relation to the development of the self. This means that through "volunteering" for different activities, students may have varied reasons in mind. However, the common reason is believing in the context of what helping is, self-enhancement, and seeing a just world.

Table 6. T-test Dependent Means Results from the Pairing of the Four Scales

Scale Results Pairing	Mean Differences		Paired sample correlation		Paired t-test		95% Confidence Interval of the Difference	
	M	SD	C	p	t	P	Lower	Upper
Pair 1								
Volunteering Outcomes (Pre)	5.91818	18.09242	.327	.000	4.852	.000	3.51415	8.32221
Volunteering Outcomes (Post)								
Pair 2								
Volunteerism Functions Inventory (Pre)	9.68950	28.41912	.392	.000	5.046	.000	5.90460	13.47440
Volunteerism Scale Functions Inventory (Post)								
Pair 3								
Helping Attitude Scale (Pre)	.67281	7.32821	.323	.000	1.352	.178	-.30771	1.65333
Helping Attitude Scale (Post)								
Pair 4								
Attitude towards Charitable Giving (Pre)	2.51163	10.58603	.157	.021	3.479	.001	1.08856	3.93469
Attitude towards Charitable Giving (Post)								

***p<.001. N=(Pair 1-220; Pair 2-219; Pair 3-217; Pair 4-215)

Table 7. Differences Between Classes in the Four Scales Before and After the NSTP

		Sum of Squares	df	Mean Square	F	Sig.
Volunteerism Outcomes (Post)	Between Groups	3439.739	10	343.974	1.354	.204
	Within Groups	53106.243	209	254.097		
	Total	56545.982	219			
Volunteerism Scale Functions Inventory (Post)	Between Groups	21021.639	10	2102.164	3.107	.001
	Within Groups	140749.767	208	676.682		
	Total	161771.406	218			
Helping Attitude Scale (Post)	Between Groups	547.560	10	54.756	1.515	.136
	Within Groups	7446.109	206	36.146		
	Total	7993.668	216			
Attitude towards Charitable Giving (Post)	Between Groups	728.911	10	72.891	1.521	.134
	Within Groups	9775.712	204	47.920		
	Total	10504.623	214			

*significant @ .01

The results of the testing within a three-month period revealed noteworthy implications to the levels of volunteerism between and among students. When it comes to certain factors concerning volunteerism, change was observed in seeing the outcomes of helping, motivation, and charitable giving while students demonstrated the same perceptions when it comes to helping attitude. This increase have been observed in various activities that the students chose

to be involved in which were pointed out by the NSTP facilitators and volunteer students.

The three variables that increased after the NSTP classes were areas highlighted and enhanced in the course syllabus. These were also areas the students have been encouraged to pay more attention to. A review of the course syllabus of the NSTP classes provided information on the foci of the courses which

Table 8. The Learning and Skills Gained of NSTP Students

NSTP Outcomes	f
Spirit of volunteerism	3
Nationalism	3
Socialization skills	2
Increase awareness in societal issues	2
Knowing one selves	1
Leadership	1
Teamwork	1

are to increase the tendency to provide assistance and the knowledge of sustainable development and the importance of community-building. The results further reveal that the increased scores after the exposure to the various NSTP activities had a significant effect on how students perceive the outcomes of their volunteerism.

Analysis of the correlations between the pre- and post-test scores that there is an average 10% determination between the scores of the students when enrolled in NSTP classes. This may provide insights as to how the delivery of NSTP classes can further be improved to increase the likelihood that volunteerism behaviors may increase.

In measuring the impact of the NSTP to the students, the volunteer process model (Penner & Finkelstein, 1998) was used. From this perspective, antecedents and consequences of volunteering is examined over time. The students' prior experiences of involvement e.g. high school experiences may have contributed to an increased and value-specific perception of volunteerism. However, because of the changing circumstances due to the adjustment in college and their current experiences with the NSTP facilitators and student volunteers, their motivation to volunteer becomes higher which is evident in the motivation, attitude and charitable giving scales.

Further analysis showed that volunteerism may have served different functions for students taking NSTP, while others saw it as value-laden, some students perceived serving a protective function. In general, positive feelings are enhanced by participating in activities prompting volunteer-actions.

Specific Impact of the NSTP Component Towards Volunteerism

One of the highlighted questions in the FGD is about the knowledge and skills gained by NSTP students after attending the NSTP subjects.

In the FGD conducted, the spirit of volunteerism and nationalism among NSTP students are two important themes mentioned by the NSTP Facilitators. According to them, they had observed that most of their NSTP students had increased motivation or spirit to do volunteer work.

“As I read their reflections in their journal, the spirit of volunteerism has been the biggest learning they got in the NSTP.” (F, 17)

“NSTP strengthens the perception of the students on volunteerism. NSTP gives them the idea on how to serve the nation.” (M,18)

According to other NSTP facilitators, their students' involvement in volunteerism work was more evident when they became involved in the projects of the community where they live. Moreover, they mentioned that NSTP helps the students realize their role in the society.

“As what I have observed, aside from being more nationalistic, their socialization skills also improved.” (M,17)

“There are many things that the students learned from NSTP. Aside from gaining knowledge during the sessions, students learned the value of volunteerism, working

hand-in-hand, and being real Filipino citizens.” (M, 19)

While volunteerism and nationalism were always mentioned by the respondents, other skills and knowledge gained by the students related to volunteerism and nationalism were also mentioned by the facilitator-respondents:

“First, they were able to know themselves and their role in the society. Second, they were able to get certain things that would help them in nurturing themselves as part of the society.” (F, 18)

When the researcher asked the respondents directly on the difference made by the NSTP subject in the life of the students after attending the subject, they had the same and related answers:

“Some of my students said that they are more aware of the happenings in the society, and they get themselves involved.”

“There is change in their perspective - in terms of being a Filipino and how they can make a change in our society.”

“NSTP made the students realize how to serve the nation.”

The FGD data, therefore, shed a different light on how students articulate the contribution or importance of NSTP. While NSTP is not voluntary, since it is a mandated community service that every student does as part of the national curriculum, it is considered to be a platform to promote and enhance civic consciousness. It also serves as springboard to future acts of volunteerism by way of deepening their senses of social awareness and community involvement in the depressed, disadvantaged, and underprivileged sectors of the society which lead them to engage in civic works and social welfare concerns. In one of the modules in NSTP, it was stated that “NSTP is a preparation and opportunity to improve the students to be of service to others. It gives them the chance to be socially involved and have deeper awareness of themselves in relation to others. It endows the students with theoretical and practical knowledge and experiences that are needed for community service.” With this, NSTP serves as an instrumentality in laying the groundwork for

development in grassroots level. This is related to what is called the Theory of Change (ToC). In this theory, it is assumed that the university volunteering platforms contribute to poverty alleviation indirectly through providing exposure and experiences which build values and knowledge. This new-found perspective is valuable to society, particularly when this awareness translates into a socially responsible way of being and doing. This is articulated as a development objective in the Volunteer Act (2007) which states that university volunteering can “raise the consciousness of the youth and develop the culture of volunteerism among the citizenry.” The idea of ToC is that university volunteering opportunities will lead volunteers to make different life choices which could lead to further engagement in development concerns.

The FGD participants were also asked a question on whether their NSTP students had given any volunteer works since they attended the NSTP subject. Volunteer works include any unpaid help to any group such as, but not limited to, leading a group, visiting and helping community, teaching children, etc. This question sought to identify a range of activities that could be classed as volunteering.

“Because of their attendance in NSTP, they become involved in community projects in Cavite where they help the needy during calamity and teach children who cannot afford to go to school.”

It can be noted that NSTP is a form of service-learning. However, during the conduct of this study, the respondents have not yet taken the NSTP 12, which is the community service. On the other hand, the NSTP Facilitators have already taken said course. Thus, when asked about what motivates them to be a volunteer such as being a NSTP Facilitator, they shared:

“I was influenced by our NSTP Facilitator last year. He is a very dedicated facilitator even if he is not paid to do it. I also wanted to serve and share what I have.”

“I wanted to serve in the community and to help others and influence others. So right now, aside from being a facilitator, I also help the nearby community, the relocation area. We help the children there.” (F,17)

“Yes, my heart and interest is always to inspire, teach, and help. Becoming a NSTP facilitator fulfilled my desire to help and influence others.” (M,18)

Leming (1998) found that students who engaged in service-learning ranked responsibility as a more important value and reported a higher sense of responsibility to their school than comparison groups. Moreover, students perceived themselves to be more socially competent after engaging in service-learning (Morgan & Streb, 1999; O’Bannon, 1999; Scales & Blyth, 1997) and students who engaged in service-learning were more likely to treat each other kindly, help each other, and care about doing their best (Berkas, 1997).

This result shows a positive effect of NSTP on the students: strengthen students’ sense of social efficacy which will strengthen the spirit of volunteerism, inculcate the love for country, and promote teamwork.

The NSTP program was effective in increasing and changing volunteerism among the freshmen and a small group of third year students. Their perceptions of volunteerism outcomes and its functions changed as a result of the activities they had been exposed to while taking the course.

Policy Guidelines

The National Service Training Program (NSTP) is affirmed through the Republic Act 9163 to promote civic consciousness among the youth and to develop their physical, moral, spiritual, intellectual, and social well-being. It shall inculcate in the youth patriotism and nationalism, and advance their involvement in public and civic affairs. In pursuit of these goals, the youth, the most valuable resource of the nation, shall be motivated, trained, organized, and mobilized in military training, literacy, civic welfare, and other similar endeavors in the service of the nation.

In a Teacher Education Institution, where the research was held, the NSTP program focuses on the *Literacy Training Service* which is designed to train students to become teachers of literacy and numeracy skills to school children, out of school youth, and other segments of society in need of their service.

The result of the FGD with the NSTP facilitators implicated two important values being developed in the conduct of NSTP 11. These two values, spirit of volunteerism and nationalism, appeared to be deeply intertwined with the innate capacity of the students to serve the nation. It should be noted that although the students have the natural inclination to service, undergoing NSTP have improved their sense of altruism and selflessness, which is reflected in their tendency to help or even lead in the community. The goal of NSTP which is to inculcate a deep sense of nationalism and to promote nation-building by developing responsible, socially conscious citizens, therefore, is achieved based on the results of the FGD. This means that the existing policies of the University on NSTP is effective in achieving its goal of developing service-learners or volunteers, which will be productive members of the society later on.

Conclusions

On the bases of the foregoing findings of the study, it may be concluded that The National Service Training Program-Literacy Training Service is successful in instilling the values of volunteerism, love of country and fellowmen, teamwork, and socialization.

The students-respondents have a high degree of volunteerism before the start of the NSTP. They are aware that their work will result into positive action. Their engagement in the NSTP were primarily motivated as an attempt to improve social relations as they believe it help them gain friends and be less lonely and isolated. They see the act of volunteering as a personally rewarding deed, but are prone to seeing a just world as they have an efficient attitude towards charitable giving.

After taking NSTP, students of the TEI have a clear view of the outcomes and functions of volunteerism. They believe that the work that they do contribute to a greater cause and improves their self-esteem. Their motivation for volunteering also improved from intent to improve social relation before taking NSTP into inclination towards altruism and humanitarian motivations, developing perspective and empathy among students. They are consistent in their view of charitable giving.

Qualitative findings suggest that the curriculum of PNU-NSTP is effective in part because it facilitates the following outcomes: an increased sense of personal efficacy, an increased awareness of the world, an increased awareness of one's personal values, and increased engagement or the spirit of volunteerism.

Recommendations

Since the student-respondents' level of volunteerism at the start of the NSTP is high, it is recommended that the results of the study would serve as a basis for planning and implementation of the NSTP curriculum in order to sustain the volunteerism spirit toward nation-building. The existing policy for NSTP be improved to further the outcomes of the program. The students could initially be segregated based on the results of the assessment on volunteerism, where those assessed with higher level of volunteerism will be automatically assigned as leaders and those who fair low will be given extra attention during NSTP 11, with hopes that there will be an improvement in their volunteerism. A program should be developed involving continuous measurement of student perception about volunteerism. This is to ensure that the NSTP is useful in instilling positive attitudes towards volunteerism and sustained volunteer acts. Further research should be done on the effect of NSTP to volunteerism and nation- building. A longitudinal study of the same nature, qualitative and quantitative, on a national scale may be done utilizing the same method, as the present study dealt only with one teacher education institution. A study involving other service components of NSTP (CWTS and ROTC) may also be done, and the difference in volunteerism among student enrollees among the three service components may be looked into.

• • •

References

12th Congress of the Republic of the Philippines. "RA 9163". Retrieved 28 June 2013. DECS Order No. 23, s. 1994.

Berkas, Thomas (February, 1997). *Strategic Review of the W. K. Kellogg Foundation's Ser-*

vice-Learning Projects, 1990-1996, Battle Creek, MI: W. K. Kellogg Foundation.

Blyth, D., Saito, R. & Berkas, T. (1997). *Quantitative Study of Service-Learning*. In A. Waterman (Ed.), *Service Learning*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers. Cited in Perry, J. (1999). *The Grantmakers' Forum Community and National Service Research Task Force Report*. Bloomington, IN: University of Indiana.

Callero, P. L., Howard, J. A., & Piliavin, J. A. (1987). Helping behaviour as a role behavior: Disclosing social structure and history on the analysis of prosocial action. *Social Psychology Quarterly*, 50, 247-256.

Calonzo, Q. (2014). Retrieved from slideshare.net: <http://www.slideshare.net/ruthjimenez/compiled-dissertation>.

Clary, G., & Snyder, M. (1998). The functional approach to volunteers' motivations. *Journal of Personality and Social Psychology*, 74(6), 1516–1530. Retrieved from oregonmentors.org/.../Volunteer Function Inventory scale _Clary et al_.pdf

Clary, E., Snyder, M., & Stukas, A. A. (1998). Volunteer motivations: Findings from a national survey. *Nonprofit and Voluntary Sector Quarterly*, 25(4), 485-505.

Furnham, A. (1995). The just world, charitable giving, and attitudes to disability. *Personality and Individual Differences*, 19, 577-583.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic, identified, and controlled types of motivation for school subjects in young elementary school children. *British Journal of Educational Psychology*, 80(4), 711–735.

Grube, J. A., & Piliavin, J. A. (1996, May). *Role-identity, organizational commitment, and volunteer performance*. Paper presented at the annual meeting of the Society for the Psychological Study of Social Issues, Ann Arbor, MI

- Licuanan, P. B. (2012). *Promoting Active Citizenship and Volunteerism in Philippine HEIs*. The National Conference on Engaging Academe in Volunteerism.
- Morgan, W. & Matthew, S. (1999). *How Quality Service-Learning Develops Civic Values*. Bloomington, IN: Indiana University.
- Nickell, G. (1998, August). *The Helping Attitudes Scale*. Paper presented at 106th Annual Convention of the American Psychological Association at San Francisco
- O'Bannon, F. (1999). Service-Learning Benefits Our Schools. *State Education Leader*, 17, 3.
- Omoto, A. M., & Snyder, M. (1990). Basic research in action: Volunteerism and society's response to AIDS. *Personality and Social Psychology Bulletin*, 16, 152-166.
- Omoto, A., & Snyder, M. (1995). Sustained helping without obligation: Motivation, longevity of service, and perceived attitude change among AIDS volunteers. *Journal of Personality and Social Psychology*, 68, 671-687.
- Omoto, A. M., Snyder, M., & Berghuis, J. P. (1993). The psychology of volunteerism: A conceptual analysis and a program of action research. In J. B. Pryor & G. Reeder (Eds.), *The social psychology of HIV infection* (pp. 333-356). Hillsdale, NJ: Erlbaum.
- Penner, L. A., & Finkelstein, M. A. (1998, February). Disposition and structural determinants of volunteerism. *Journal of Personality and Social Psychology*, 74(2), 525, 537.
- Penner, L. A., & Craiger, J. P. (1991, August). *The altruistic personality: A case of multiple identities?* Paper presented at the 99th Annual Convention of the American Psychological Association, San Francisco, CA.
- Penner, L. A., & Fritzsche, B. A. (1993, August). *Measuring the prosocial personality: Four construct validity studies*. Paper presented at the 101st Annual Convention of the American Psychological Association, Toronto, Ontario, Canada.
- Penner, L. A., Fritzsche, B. A., Craiger, J. P., & Freifeld, T. R. (1995). Measuring the prosocial personality. In J. Butcher & C. D. Spielberger (Eds.), *Advances in personality assessment* (Vol. 10, pp. 147-163). Hillsdale, NJ: Erlbaum.
- Piliavin, J. A., & Callero, P. (1991). *Giving blood: The development of an altruistic identity*. Baltimore: Johns Hopkins University Press.
- Rehberg, W. (2005). Altruistic individualists: Motivations for international volunteering among young adults in Switzerland. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*, 16(2), 109- 122.
- Scales, P., & Dale, B. (1997). Effects of service-learning on youth: What we know and what we need to know, *Generator*, Winter, 6-9.
- Snyder, M., & Omoto, A. M. (1992). Who helps and why? The psychology of AIDS volunteerism. In S. Spacapan & S. Oskamp (Eds.), *Helping and being helped: Naturalistic studies* (pp. 213-239). Newbury Park, CA: Sage.
- Stryker, S. (1980). *Symbolic interactionism*. Menlo Park, CA: Benjamin Cummings.
- United Nations Volunteers. (2012) *Volunteering in India: Contexts, Perspectives and Discourses*.

The Use of Facebook in Argumentative Writing: Towards an Instructional Design Model

John Paul O. Dela Rosa

Philippine Normal University-Manila

Ross Ann D. Vital

Holy Angel University

Abstract

The advent of the technological age has brought numerous opportunities on how education is delivered at present. One of such innovations is the integration of social media platforms like Facebook, specifically in writing instruction, where communication, collaboration, and effective language production can be fostered. The purpose of this development research is to create an instructional design model that integrates the use of Facebook in teaching argumentative writing for secondary level English as a Second Language (ESL) students through reviewing and analyzing literatures and studies, and on the basis of an in-class use of Facebook for a specific topic in 10th Grade English relative to the process of argumentation. Based on the analysis and observations, a pedagogical interface between Facebook and argumentative writing instruction is possible. Hence, the FAWI (Facebook-Argumentative Writing Interface) Model was designed to support findings from empirical studies that the use of Facebook facilitates writing instruction. The concentration of the present model on argumentative writing and in the context of ESL makes it different from other existing instructional design models. Specifically, the FAWI model presents the potential of Facebook as a CMC tool in L2 argumentative writing instruction outside the language classroom. Finally, implications on the use of the model to L2 writing instruction and educational technology in general are discussed, along with some recommendations on how the model can be validated and evaluated to further describe its utility.

Keywords:

Facebook, argumentative writing, ESL learners, instructional design, FAWI Model

Authors' Notes

Correspondences regarding this paper should be directed to John Paul O. Dela Rosa at email jpedep21@gmail.com.

Introduction

The expansion of man's limited world has ushered in multitudes of opportunities that inevitably go in sync with what is dealt with in the contemporary age. The birth of technological innovations and the accessibility of information superhighway-the internet-make almost all things doable and feasible. In the virtual world alone, people thrive in different social media platforms which include Twitter, Instagram, Myspace, and Facebook. Specifically, these are social networking sites used to establish social networks or social relations among individuals who share the same interests and activities. Furthermore, according to Boyd and Ellison (2007), social networking sites provide web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view the pages and details provided by other users within the system. Hence, whatever are the activities in these computer-mediated communications, there is no doubt that they have greatly shaped the way the world is viewed and the way people interact with one another.

The influx of social media users is indeed unstoppable, specifically those of who make use of Facebook as a social networking site. In the United States alone, 72% of online American adults use Facebook, a proportion unchanged from September of 2014 (Duggan, 2015). Moreover, usage continues to be especially popular among online women, 77% of whom are users. Significantly, 82% of online adults ages 18 to 29 use Facebook, along with 79% of those ages 30 to 49, 64% of those ages 50 to 64 and 48% of those 65 and older. In the Philippines, it was recorded in the Internet World Stats Usage and Population Statistics (2015) that there were 47,000,000 Facebook users on November of 2015, and that the country made a whopping 42.9% social media penetration in the world.

Since the time Mark Zuckerberg established Facebook as a social networking service in 2004, people started to create opportunities from just merely liking photos and posts, changing statuses, and adding friends across the globe; now, the functions of *Facebook-ing* extends to selling all sorts of items online, posting important announcements, and discovering talents

from all walks of life. However, there is one important area where Facebook as a technology-mediated instrument is being explored utility in education as a teaching and learning tool. As underscored by Kayri and Cakir (2010), it is obvious that social network applications like Facebook are closely related to many pedagogical points of constructivist approach because of its authentic features, alongside its individualized and personalized settings. As such, exploring the benefits of Facebook and how it works, specifically, to positively influence student learning is ought to be unearthed in this 21st century era. To ascertain the extent by which this CMC tool could result to positive academic performance on the part of the learners is something that needs further description and perhaps, empirical investigation.

Integrating Facebook in ESL Writing Instruction

Students generally use Facebook to communicate to their friends and classmates online. Its excellent role in conveying verbal written messages and visuals makes it a fitting learning tool in many types of contemporary classes. Consequently, if Facebook is so good in promoting daily communication, it should also be profitable in the school environment (Buga, et al., 2014). The seemingly general consensus of educators around the world that digital natives enjoy computer and internet-based resources in their classes supports the claim that social networking sites constitute a dominion where language instruction could actually be nurtured. According to Buga et al. (2014), it is imperative that second language (L2) classes plug into the network, and the student body that operates it so as to capitalize on the social and academic opportunities that high-tech learning has to offer. Unfortunately, the problem is, not all language classes could afford to use e-tools such as Facebook, because of the constraints brought about by both internal and external factors, including unavailability of facilities and financial restrictions that delay the innovation's development in education.

On a relative note, though there are a lot of challenges on the use of Facebook in language instruction, language teachers, particularly in tertiary English classes, found novel ways to satisfy students' language learning experiences using Facebook. One of those language skills most researchers in the field focus on is the improvement of ESL and EFL (English as a Foreign Language) writing. In fact, numerous

papers advocate one or another approach to describe writing courses and experiences of students such as using experimental approaches to measure gains in writing proficiency.

Since writing is one of the hardest language skills to teach and in juxtaposed, to learn, the popularity and the multidimensional nature of Facebook as a social networking platform give pedagogical opportunities to language educators. Hence, a number of researches that dwell on the use of Facebook in writing instruction flourished.

In the study of Majid, Stapa and Keong (2015), the authors looked into some forms of blended instruction that encourages either formal or informal collaboration in discovery-oriented tasks. The study hinges on the sociocultural theory and the zone of proximal development (Vygotsky, 1978) and on Holton's and Clarke's (2006) scaffolding strategies. A semi-structured interview was given to 10 purposively selected participants from both experimental and control groups at the onset of the study, to ascertain their perceptions about the use of blended scaffolding strategies through Facebook to aid learning and in improving the writing process and the participants' writing performance. The results indicated that the participants favored the use of blended scaffolding strategies through Facebook. Furthermore, it was found that blended scaffolding strategies as a learning method compared to mere "chalk and talk" strategy, promotes improvement of the students' overall writing performance.

Safieddine (2014) reviewed current researches on the use of Web 2.0 interactive tools such as Facebook, in second language (L2) writing classrooms. Research shows that Web 2.0 interactive tools are starting to find their way into almost all pedagogical practices in L2 classrooms, such as writing. Specifically, the review highlighted how wikis, blogs, social bookmarking, micro-blogging, and social networking are recognized as interactive tools that help L2 learners in collaboratively developing their various writing assignments. The review also indicated that regardless of their important role in writing classrooms, e-learning tools respectively foster some positive influences to writing instruction. However, these interactive tools may also incur serious drawbacks that require teachers' attention to ensure that they are not going against the teaching

and learning process. Finally, the review identified important issues that teachers need to consider if they plan to use Web 2.0 tools in their classrooms.

Facebook as a social networking tool and as a medium in the writing classroom was underscored in the study of Wasoh (2014). The study aimed to investigate whether Facebook would be an effective and easy teaching and learning tool in EFL writing classroom in Prince of Songkla University, Pattani Campus. Pertinent data for the study were collected from students' writing assignments on Facebook. The findings revealed that the use of Facebook in the teaching and learning of EFL writing English has, to a certain extent, been effective. Teacher-participants of the study eventually responded that Facebook is not far different from other new teaching tools. As an alternative learning tool, Facebook offers students a convenient and attractive means to engross discussion with the teacher and peers who had better grammatical and writing knowledge. Nevertheless, it was concluded that Facebook could help students increase their motivation and build confidence in learning EFL writing as well.

Yunus, et al. (2011) examined students' perceptions on the use of Facebook groups in teaching ESL writing. The students' perceptions were measured through a questionnaire comprising 10 close-ended items. The respondents were 43 students in TESL, in the Faculty of Education, Universiti Kebangsaan Malaysia (UKM). The respondents were also required to participate in a Facebook group called "Write Out Load" which was created by the researchers. The findings showed that generally, Facebook groups can be effective in teaching ESL writing. The results also illustrated that students can learn new vocabularies from reading the comments of others in the group, and the spell-check feature helps reduce their spelling errors. The findings embedded in the study may therefore help ESL educators in incorporating ICT into their teaching repertoire.

The study of Yu (2014) entitled, "A Case Study of Using Facebook in an EFL English Writing Class: The Perspective of a Writing Teacher," focused on addressing a writing teacher's perspective about integrating Facebook into a university-level English writing course in Taiwan. Data, including interviews with the teacher and class postings on Facebook, were analyzed inductively, qualitatively, and interpretively,

resulting in three emerging themes about Facebook usage: students' participation, the connection between class and Facebook discussion, and the affordance of Facebook. The results of the study specifically provide language instructors with insights towards the adoption of Facebook in an EFL writing context and on one hand, support instructors to better design tasks using the said social networking site (SNS).

Recent studies on the utilization of Facebook in teaching either ESL or EFL writing have not only highlighted the use of social media features available on Facebook. An effective consideration of what challenges the use of it provide for writing classes must also be emphasized to be able to give solutions to difficulties and at the same time, augment current pedagogical practices. Hence, the study of Yunus, Salehi & Chenzi (2012), investigated the advantages and disadvantages of integrating social networking tools into ESL writing classroom and discussed the ways to plan activities by integrating social networking services (SNSs) like Facebook into the classroom. Data were collected through an online discussion board from TESL students in a state university in Malaysia. Consequently, it was found that integrating social networking services in ESL writing classroom could help broaden students' knowledge, increase their motivation, and build confidence in learning ESL writing. The students' difficulties for concentrating on the materials when they use computer, lack of enough equipment as well as access to the internet, and teachers' insufficient time to interact with the students, were regarded as primary disadvantages. It was concluded in the study that in this new technological era, it is essential for students and teachers to be equipped with technical skills to be competent for life-long learning and teaching.

In the local scene encompassing language researches, the study of Valdez (2010) examined the use of social networking sites (SNSs) as a means to create digital portfolios for an academic reading and writing class in a tertiary level institution in the Philippines. The study highlighted that the use of digital portfolios documents the growth of students as writers on the basis of the audience and purpose served. It also provides inputs on the use of technology towards improving both teaching and learning. Finally, the findings are deemed to bring in ideas for research, especially in the different strands of applied linguistics and technology.

A quite similar study of Sipacio (2014) determined the confronting challenges in implementing E-Portfolio via Facebook in a Philippine University in the City of Manila, the Philippines. Specifically, the use of e-Portfolio via Facebook has been introduced at De La Salle University (DLSU), Manila, to respond to the demands of the 21st century literacy. However, there were innumerable challenges that hindered the implementation of evFb in the said institution. To gather pertinent data, the researcher made use of participatory development framework. Data were taken from interviews and feedback forms of participants from the department chair and project/program committee, implementers/teachers, and students, and were subjected to content analysis. The results revealed that students were strongly apprehended to publish their writing outputs online. On one hand, the teachers showed resistance towards Facebook as an educational tool. Another challenge confronts the institution as regards the potential threat of academic dishonesty and identity theft in the virtual space. Hence, improving participatory mechanisms was suggested by the researcher to meet the demands of evFb.

The empirical justifications on the potentials of Facebook as a tool to help improve writing instruction and later on, the writing skills of students give a lot of opportunities for possible instructional frameworks where the central variable involves the utilization of social media. Though most of the studies done represent how the said social networking platform could be of great use for university level students, it can also be integrated among language classes in the secondary level. Its many advantages could also be cascaded to language instructors where collaboration and exchanges of best practices could be facilitated. According to Liu (2010), Facebook has the potential to become a valuable resource to support schools' educational communications and collaborations with faculty. Conversely, along with its many benefits are the pressing challenges that both students and teachers have to address at present. Nonetheless, the use of Facebook as an educational innovation has been made serviceable in writing instruction, particularly in argumentative writing, a discipline-specific kind of writing that poses rhetorical difficulties for both native and non-native language writers (Zhu, 2001).

Students' Experienced Difficulties on Argumentative Writing

The concept of 'argument' is used in different ways in academic discourse, ranging from the philosophical construct of premises and conclusions (Toulmin, 1958) to diverse writing practices (Mitchell et al., 2008). Andrews (1995: p. 3) defines an argument as 'a process of argumentation, a connected series of statements intended to establish a position and replying response to another (or more than one) position.' On one hand, Toulmin, Reike, & Janik (1984: p. 14) define argument similarly as 'the sequence of interlinked claims and reasons that, between them, establish content and force of the position for which a particular speaker is arguing.' Accordingly, in essay writing, arguments are deemed necessary.

The core component of argumentation is clearly the development of a position, which can also be regarded as equivalent to the development of an argument (Wingate, 2012). Another component is the presentation of the position through the logical arrangement of propositions that build such position. Moreover, the third component concerns with what the students have to learn in order to write argumentative essays, which is 'to analyze and evaluate content knowledge' (Wu, 2006: 330). However, what happens in language classroom is that argumentative writing is poorly understood by teachers, thereby losing the adequacy and correctness of concepts taught to students. Research has also shown that many academic teachers and students have fuzzy understanding of what the genre 'essay' entails. As Johns (2008) underscores, essay is difficult to define as a genre, because it is used as an umbrella term for various types of discipline-specific writing, and the characteristics of structure, register, and argumentation vary greatly across disciplines. To support such claim, it was further described by many authors that argumentative writing is the hardest model in writing (Ferretti, Andrews-Weckerly & Lewis, 2007; Neff-van Aertselaer & Dafouz-Milne, 2008). Students' difficulties in writing the argumentative essay cut across all levels of schooling – from basic education where skills in writing have to be honed, up to the collegiate level where skills gained have to be nurtured.

In the study of Ka-kan-dee & Kaur (2014), it was reported that there is a critical need to investigate the difficulties experienced by Thai EFL English

major students when writing argumentative essays. The analysis method was employed in order to obtain the most informative detail that would help language teachers understand students' weaknesses. The researchers thus found out that students articulated the following difficulties: vocabulary, grammar structure, providing solid evidence, structure of writing argumentative essays, time constraints, organizing ideas, fulfilling task demand, understanding questions, L1 transfer and translating, and writing thesis statements. The aforesaid result clearly illustrates how Thai EFL students found it difficult to write argumentative essays, with focus leading to the situations of both teachers and students in the EFL context as regards writing instruction.

The research article written by Wingate (2012) also revealed that undergraduate students in a university in the United Kingdom only had partial or incorrect concepts of arguments. Many problems they encountered were caused by their lack of knowledge of what an argumentative essay requires, particularly of the need to develop their own position in an academic debate. The advice given by their instructor did not make the requirements explicit and referred to argumentation inconsistently and vaguely. To address the said problems, the researcher proposed an essay writing framework to improve the teaching of writing in the tertiary level. The approach puts argumentation at the center of instruction and explains writing according to the function it fulfills in the development of an argument.

In the graduate level, Zhu (2001) reported on the difficulties a group of Mexican graduate students encountered when engaged in an argumentative writing task as well as their writing processes and strategies. Data were taken from the actual writing outputs of the participants and from individual interviews. Consequently, most participants perceived the rhetorical aspects of English argumentative writing difficult. Data analysis, on one hand, indicated that participants mainly used cognitive, social, and search strategies, whereas metacognitive strategies were used infrequently. As such, the difficulty experienced by the graduate level participants may underscore the need to strengthen second language writing instruction in view of learners' academic writing experiences.

The difficulty of writing essays as a genre also appalls Filipino ESL learners. This contention was

proven in the study of Gustilo & Magno (2012) when they investigated the sentence-level errors of freshmen students at three proficiency levels and aspects of writing. The data used in the study were taken from 150 essays written by freshmen college students on their first week of classes in five private schools in Metro Manila. The data from the essays were then collected, word-processed, and subjected to rating and coding of errors. The results revealed that sentence-level errors have a significant role in essay scores. In writing essays, freshmen students found it challenging to calibrate their word choice and follow rules in capitalization and punctuation. As reported by the researchers, these errors greatly affect the way essays are scored. Hence, there could be errors in the analysis that would predict how high or low scores in essays would be. However, more research investigations were encouraged to validate the conclusions made.

A more relevant study of Alviz (2015) described the use of discourse markers (DMs) in the argumentative and narrative essays of selected high school students in a Catholic university in the City of Manila, the Philippines. Based on the analysis of the participants' outputs, it was found that although discourse markers were used frequently by the students, results showed that there were significant differences pertaining to the use of contrastive and elaborative DMs in the written papers. Though the students were asked to write argumentative essays, the ESL learners made use of only a limited number of exemplifier discourse markers. This may be attributed to the minimal amount of knowledge and sentence combination strategies college students had about argumentative writing. The learners' weaknesses in writing argumentative essays were on poor sentence combination techniques, incorrect use of DMs, unnecessary use of DMs, and initial positioning of DMs. At a more analytical observation, such weaknesses may be due to the limited discourse knowledge, awareness of textual norms, and production of texts for different purposes and structures needed to write an argumentative essay.

The importance of acquainting students across levels, especially in the secondary and collegiate levels, on the rudiments of argumentation and on what would help them produce effective writing outputs in the said genre, calls for a writing instruction that would work for the said writing task. The results of different empirical studies on the difficulties of both ESL and EFL learners on the use of complex syntactic patterns

and appropriate elements in composing argumentative writing (Ka-kan-dee & Kaur, 2012), provide a concrete picture of what should be developed as regards the writing performance of language learners. The problems encountered by students when composing academic arguments requires researches that would effectively investigate pedagogical practices that would also back up the teaching of argumentative writing. Unfortunately, there are only a limited number of researches focused on the diagnostic assessment of writing. On the other hand, in the area of second language teaching, different contemporary methods and approaches to L2 writing are emerging. As such, interventions have focused on the use of feedback towards the improvement of students' writing performance. As posited by Hyland & Hyland (2006), feedback comments are a key factor in learning to write and could be a particularly effective method of giving individual and specific guidance for the improvement of argumentation. In L2 writing instruction, the use of Facebook also counts as an emerging approach that creates an interface between its popularity as a social networking site among 'digital natives' and its facility as a pedagogical tool.

Social networking sites (SNSs) have become a major form of communication in today's day and age whereby language use has been impacted in various areas in both learning and teaching (Thurairaj, et al., 2015). In fact, almost all young users of SNSs like Facebook, Twitter, and Instagram, use literally half their week engaging in online communication, giving rise to a brand of internet slang which is entirely their own. On another note, students' engagement to social networking sites has also brought changes on the landscape of 21st century education. For example, it was underscored by Thurairaj, et al. (2015) that the usage of SNSs such as Facebook, Twitter, and mobile phones enhances English proficiency. Since the use of social networking sites is mostly penned in English, users in a way, are able to learn English by default. Teng (2012) further emphasizes that teachers should comment on their students' Facebook walls. This is due to the reason that language teachers may best serve students in writing through social networking postings as brainstorming, writing rehearsals, and practices in the art of constructive responses.

In L2 writing instruction, the use of social networking can help, even if teachers do not have the expertise or temperament to set out their own

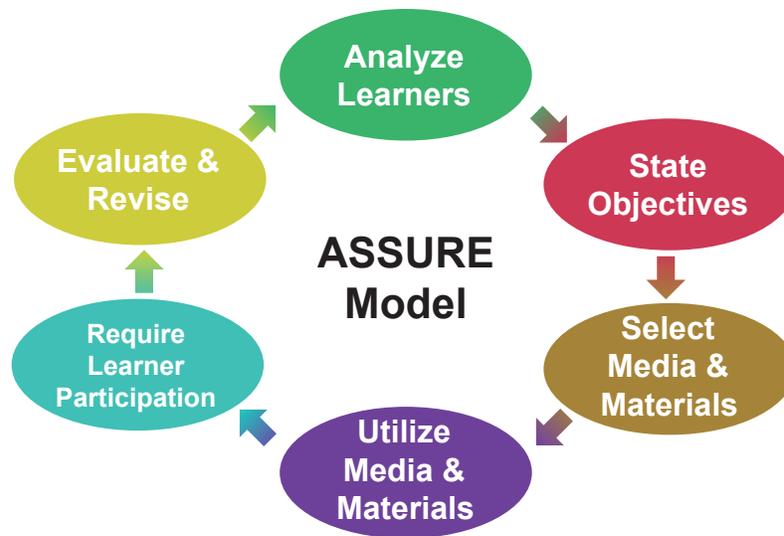


Figure 1. The ASSURE Model (Heinich, Molenda & Russel, 1993)

online systems. The bigger question now is that, if Facebook provides significant inputs to writing instruction, what instructional models could be used and what instructional designs are most appropriate to concretize its pedagogical functions? Thus, with previous inquiries posited about the use of Facebook in facilitating writing instruction, authors have also developed some instructional designs relevant to the teaching of writing using online repositories.

Related Instructional Models on the Use of Facebook in Writing Classes

Writing is indeed a basic and primary tool for communicating with people from all over the world and people (Torwong, 2003). Writing skills are also essential in communicating with people from other countries with a variety of purposes (Tribble, 1996). However, it is not easy to acquire this skill, for students need training and practice to gain effective English writing skills. One of the influential factors is the way language instructors teach students how to write. Since writing constitutes a process that needs to be undertaken by the students, teaching it without a definite structure or framework may be considered ineffective. With the use of Facebook as a springboard to teach writing, there is a need to design instructional models suited to the characteristics of the learners and the features of Facebook which are directly linked to writing instruction. Consequently, many researchers in the field of language education and educational technology proposed several instructional design

models that accentuate the use of technology and at most, the use of Facebook in language teaching.

The ASSURE Model

The ASSURE model is an instructional guideline that teachers can use to develop lesson plans which integrate the use of technology and media (Smaldino, Lowther & Russell, 2008). The model was developed by Heinich, Molenda & Russel in 1993. The ASSURE Model places the focus on the learner and the overall outcome of accomplishing learning objectives. Moreover, the model is an enriched evolution of the ADDIE general model. Although the ASSURE model has six steps, which do not exactly correspond to ADDIE's five, ASSURE also presents design phases, and shares two main features: the initial focus on analysis and its cyclic structure. It is focused on planning and constructing instruction that incorporates technological media. Considered to be an easy-to-follow model, it gives practicality to instructional planning using media means and materials. The acronym ASSURE stands for the specific steps teachers need to follow when planning instruction – *analyze learners, state objectives, select media and materials, utilize media and materials, require learner participation, and evaluate and revise*. Figure 1 shows the ASSURE model.

The main perspective of the model is on how to integrate media (any kind of media) into instruction in a method capable of producing the desired

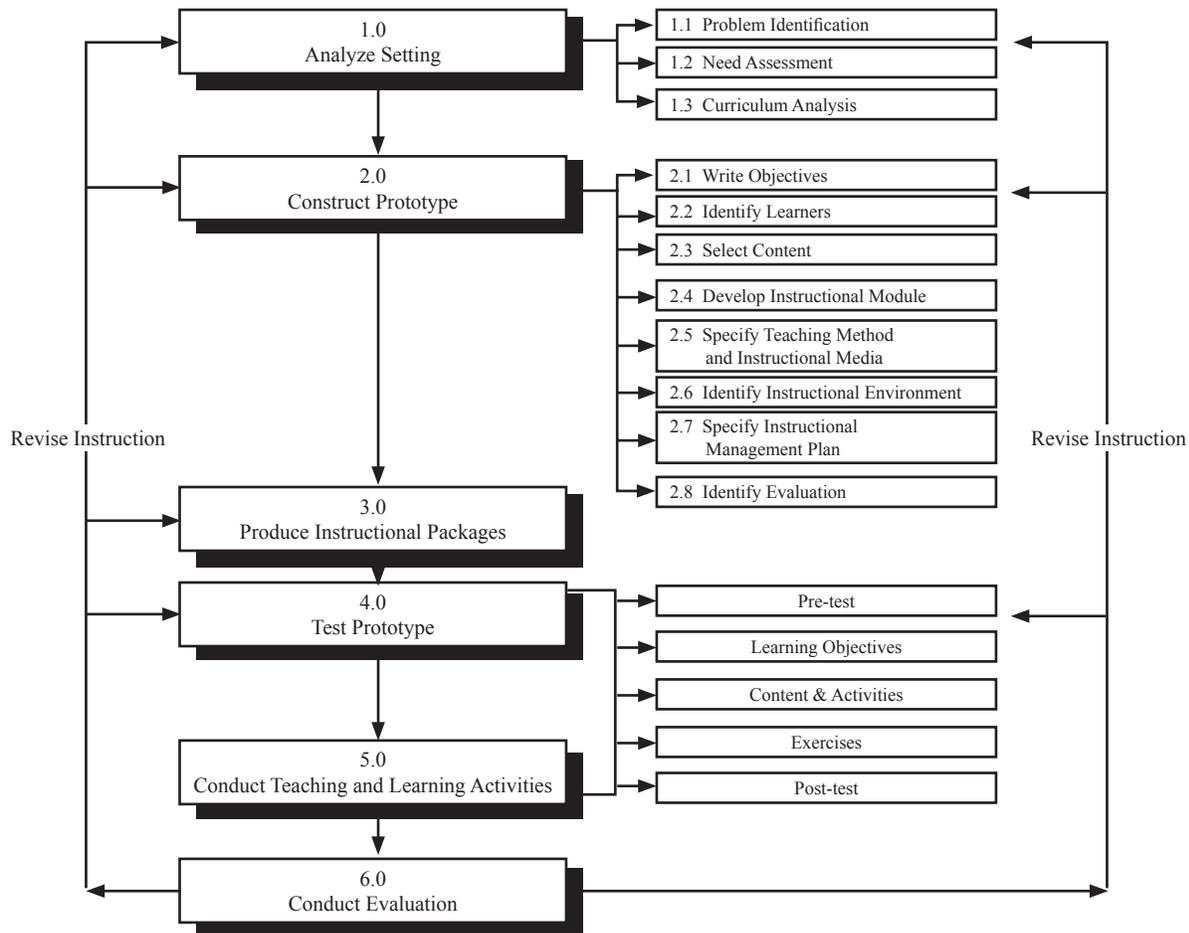


Figure 2. The SREO Model (Suppatsereee, 2005)

learning outcomes. As an instructional design, it uses the constructivist perspective, which integrates multimedia and technology to enhance the learning environment (Lefebvre, 2006). Though the ASSURE model itself does not specifically present social media (Facebook) as a platform to teach writing, the model could still accommodate the potential of social media as a means to teach and learn either ESL or EFL writing. Significantly, the ASSURE model also constitutes an instructional system that teachers can use to develop lesson plans which integrate the use of technology and media (Smaldino, Lowther & Russell, 2008). One of such uses may be geared towards helping language teachers plan instruction in the language arts such as writing and composition using Facebook. The practicability of following the steps of the model may have to be modified in order to cater the quite complex idea of incorporating Facebook or even other social media platforms in teaching writing.

The SREO Model

The SREO Model or Suppatsereee’s Remedial English Online (SREO) was designed by Suppatsereee in 2005. It is an Internet-based instructional system for teaching remedial English to first year students at Suranaree University of Technology in Thailand. According to Suppatsereee (2005), the SREO Model was developed from many instructional designers, such as Dick and Carey, the Kemp Model, Klausmeier and Ripple Model, and on Gerlach and Ely Model. The SREO Model comprises six major steps and 16 sub-steps (see Figure 2).

The instructional model presented combines definite steps on how to teach remedial English among tertiary level students in the EFL context, since the setting is in Thailand. The main focus is the use of the online platform and the necessity of revising instruction

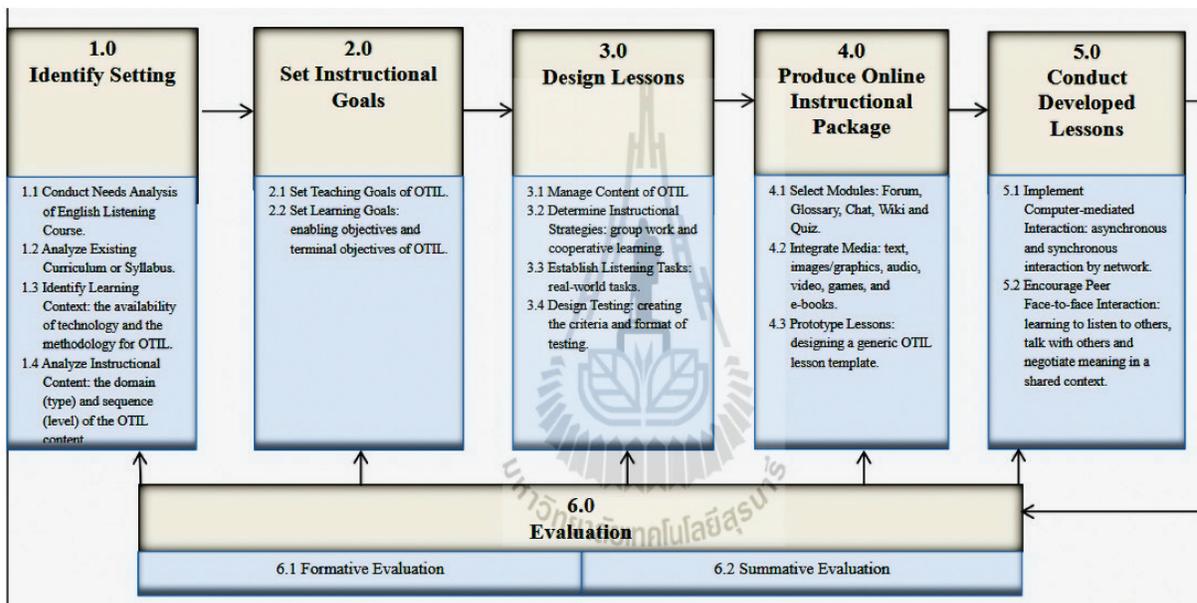


Figure 3. The OTIL Model (Tian, 2012)

based on predetermined data and again, on the results of the instruction done using the model. The emphasis bestowed on the revision process in an online remedial English course could also be used in a writing class, where feedback of the instructor about the writing outputs of the learners have to be given, for it is crucial during the revision process.

The OTIL Model

The Online Task-based Interactive Listening (OTIL Model) was developed by Tian (2012) for EFL learners focused on listening as a macro-skill. The model is a set of problem-solving procedures which specify six phases and seventeen steps in the process. The entire process of the model along with its specific steps is shown in Figure 3.

In the given model, a different dimension of providing instruction is presented. Hence, the learners are subjected to task-based interactive listening instruction, where problem-based activities are to be solved by the students through some listening support such as multiple listening options or question preview embedded in the task design. The use of the virtual world as locale makes the tasks more appealing and challenging for the learners. A task-based approach to writing instruction could also be developed using Facebook. Through problem-based activities, the authenticity as regards the use of social media could

cut through the nature of the writing task design.

The Blended Instructional Model based on Participatory Communication with Round Table Using Social Media

A proposed blended instructional model was created by Wiboolyasarini (2012). The model is based on participatory communication approach with round table activity using social media to enhance creative criticism writing ability of undergraduate students (see Figure 4). There are five major processes in this model geared towards enhancing students' creative writing criticism abilities – (1) determine, (2) plan, (3) proceed, (4) acknowledge, and (5) evaluate. The model could serve as a prototype instructional model to help college instructors design curricula using social media.

This blended model is basically anchored on the role of interaction in many types of classrooms and the quality of learning derived from such interactions. The model comprehensibly guides instructors on how to make use of the natural interaction that occurs in the classroom using social media towards improving students' skills in creative criticism writing. Though the target learners are university-level students, guidance and certain restrictions should still be observed, same with how automatic communication is developed using Facebook's real-time chat messaging. When

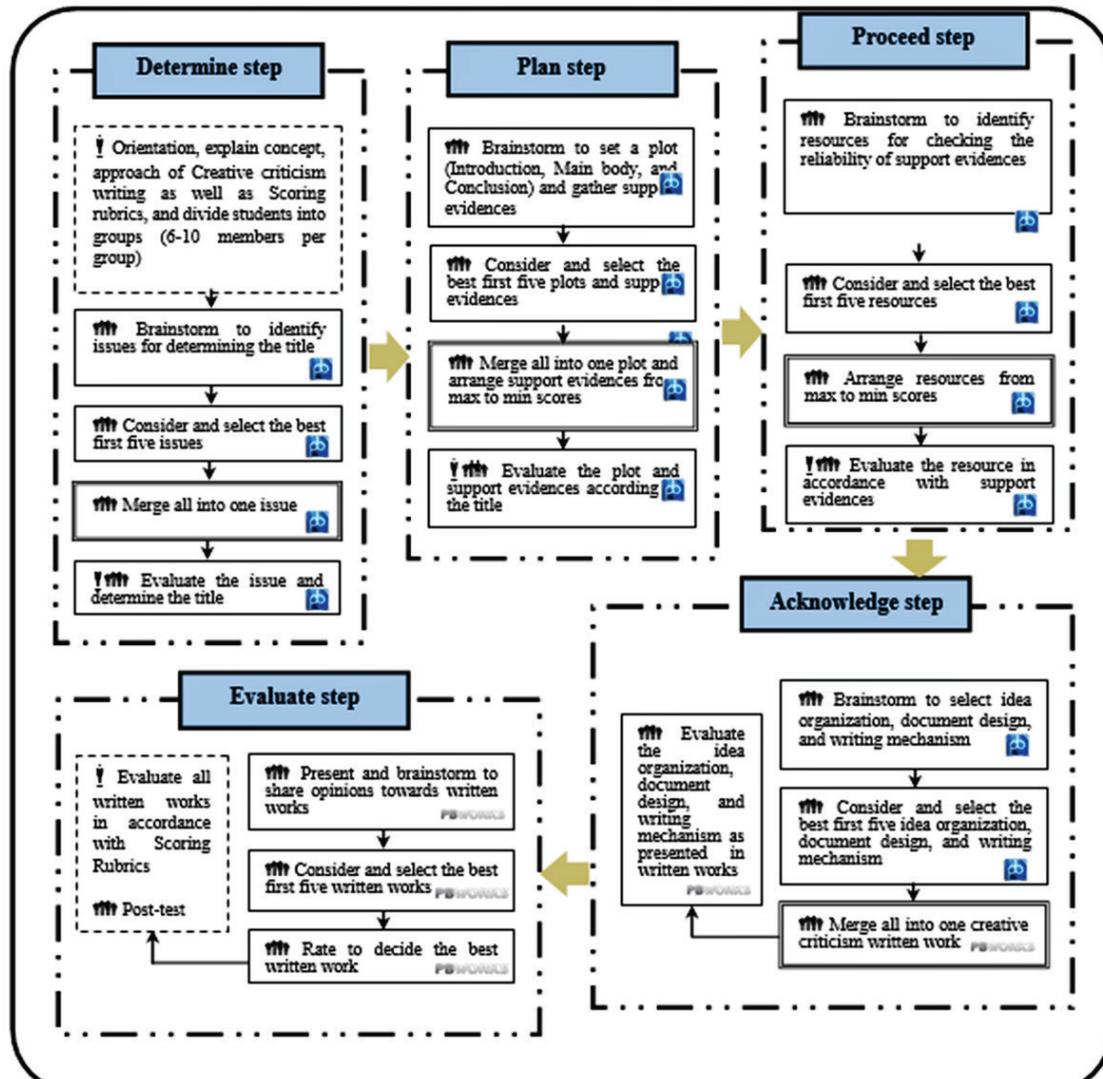


Figure 4. Blended Instructional Model based on Participatory Communication with Round Table Using Social Media (Wiboolyasarin, 2012)

used responsibly and intelligently, the said feature of Facebook could suffice the need to expose language learners to the authentic nature of the communication process, either spoken or written modes. The latter could be better monitored and assessed since writing samples from students are readily available.

An Instructional Design Model on Facebook-Based Collaborative Learning to Enhance EFL Students' Writing Skills

Directly related on the use of Facebook as a social media platform to back-up writing instruction is the instructional design model on Facebook-based

collaborative learning presented in the study of Linh & Suppasetseree (2014). The FBCL instructional model is an online instructional design for enhancing EFL writing skills. As a learner-centered teaching model, learners can construct their EFL skills by doing and practicing individually and with their groupmates. It was designed and constructed by the researchers after reviewing, analyzing, and synthesizing the five instructional design models, namely ADDIE Model, Kemp Model, Dick and Carey Model, SREO Model, and the OTIL Model. The model consists of six major steps and 15 sub-steps incorporated in the process (see Figure 5).

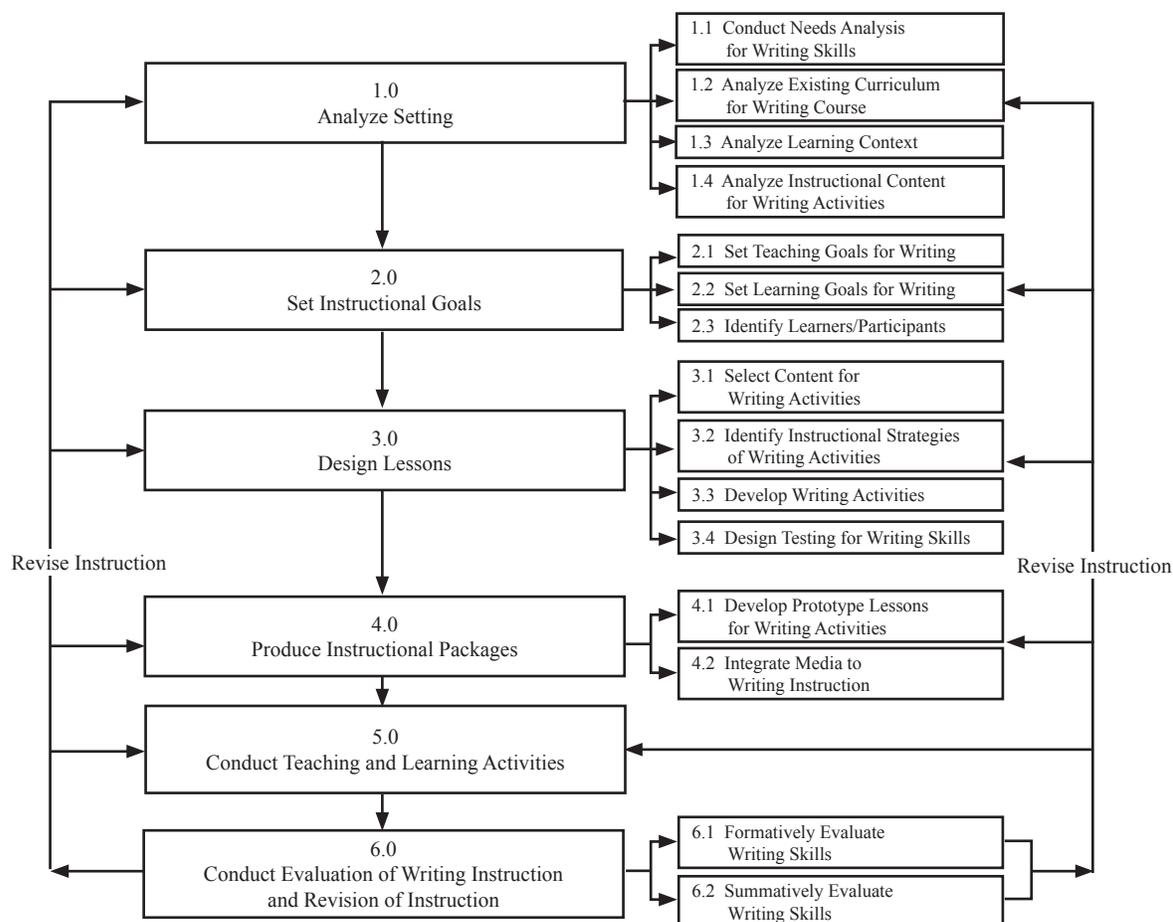


Figure 5. The FBCL Model (Linh & Suppatsereee, 2014)

The last model presented provides a definite combination of the different instructional design models cited in this paper. The use of Facebook as a CMC tool in teaching writing is deliberately offered in the given model. The model's important steps include: (1) analyzing the setting, (2) setting instructional goals, (3) designing lessons, (4) producing instructional packages, (5) conducting teaching and learning activities, and (6) conducting evaluation of writing instruction and revision of instruction. The application of the model to students who are learning English as a Foreign Language (EFL) responds to the need to improve the way Thai students communicatively write. The emergence of social networking sites like Facebook was considered as a leeway to bridge the gap as regards what EFL students need to know and develop to effectively enhance their writing skills. Hence, if this model is deemed significant in the EFL context, it could also give positive results as to how writing instruction can be executed in language

classes where English is learned as a second language.

In view of the evolving potential of Facebook and other social networking sites (SNSs) as tools in writing instruction, the possibility of positively affecting the skills of second language learners on writing argumentative essays may not be far from reality. A progressive scheme in the current educational system of the Philippines in particular has begun through the implementation of the K-12 Basic Education Program in the Philippines. Daquioag (2012) reported that two of the important goals of the current curriculum are to help graduates possess competencies and skills relevant to the job market and to provide an enhanced curriculum that will provide relevant content and attuned with the changing needs of time for a basic education that will ensure preparedness for higher education. In language pedagogy, this means achievement of higher-order skills needed to ensure communicative competence

and critical literacy. As such, the crucial role of strengthening the writing skills of K-12 learners is anchored on the principle that an effective language arts and multiliteracies curriculum emphasizes writing arguments, explanatory/informative texts and narratives (Department of Education, 2015).

The quest and research efforts to provide quality instruction for L2 writing could therefore be buoyed by contemporary approaches or methods such as the integration of social networking sites (Facebook in particular). The emphasis on the development of ESL learners' skills in writing arguments in the Philippine context is therefore relevant to the aims of the present study. Hence, a bigger opportunity for learners from basic education could be on hold once they are taught or trained how to effectively express arguments in written mode. This is basically important in higher education since this genre of writing is important for university students to express their own points of view in academically appropriate forms and strategies (Ka-kan-dee & Kaur, 2014). This language learning requirement would therefore spell success for graduates who need to be as competent in writing, for them to meet global demands, be employable locally and internationally, and eventually contribute to the vision of holistic success for the Filipino graduates of K-12 Basic Education Curriculum.

Purposes of the Study

The studies conducted in lieu of investigating the effects of the use of social media platforms like Facebook on the language skills of both EFL and ESL learners and the emergence of instructional design models that make way for pedagogical applications of social networking sites (SNSs), directly impact the purpose of the current study. Therefore, this study aimed to propose an instructional design model that uses Facebook as a mechanism to teach argumentative writing among ESL learners. Specifically, the study provides answers for the following questions.

1. Is a pedagogical interface possible between the use of Facebook and the teaching of argumentative writing in the ESL context?
2. What specific instructional design model could be proposed based on existing L2 writing instructional design models

and on a pilot engagement of ESL learners to Facebook as a means to write argumentative essays?

3. What are the implications of the study to L2 writing instruction and educational technology?

Methodology

Research Design

This study was anchored on the creation of an instructional design model in teaching argumentative writing among ESL learners using Facebook. Hence, the study was based on a type of developmental research. It made use of the processes involved in developing instructional products, programs, processes or tools. Specifically, the Type 1 studies of development research was employed in the present study. According to Richey, Klein & Nelson (2004), Type 1 development studies may focus on either product design and development or evaluation. At times, validating a particular design or development technique or tool is involved. For the present study, the scope of development research as a research design was delimited to the creation of an instructional design model, linking the use of Facebook with argumentative writing instruction.

Sampling Technique

In view of the aim of the present study to gather authentic data towards the development of an instructional design model that features the pedagogical use of Facebook, 40 Grade 10 level learners from a homogenous class in a public secondary school were purposively chosen for the study. Their experiences in using Facebook before writing argumentative essays, along with an exhaustive review of some relevant instructional design models on writing instruction were the primary bases of the model embedded in this study.

Research Instruments

Previously described instructional design models on the use of technology-mediated tools in language teaching were used to design an

instructional design model that creates an interface between the use of Facebook and argumentative writing instruction. The steps followed in designing the aforesaid instructional design models were adapted by the researchers from existing models: ASSURE Model (Heinich, Molenda & Russel, 1993), SREO Model (Suppasetsee, 2005), OTIL Model (Tian, 2012), Blended Instructional Model based on Participatory Communication with Round Table Using Social Media (Wiboolyasarin, 2012), and the Facebook-based Collaborative Learning (FBCL) Model (Linh & Suppasetsee, 2014).

Data Collection

Existing studies and literatures on instructional design models were used to better concretize and anchor the steps of the instructional design model on tested instructional frameworks. These models specifically highlight the use of Facebook and other computer-mediated communication tools in teaching writing mostly among EFL university students.

To supplement the proposed model with authentic data, documentary analysis was done using some writing samples of 40 Grade 10 learners relevant to a previous lesson about writing argumentative essays. Also, the Facebook comments of the students on issues posted by the researcher in their Facebook group were revisited, which supplemented the said lesson that highlights argumentation. Through careful investigation of how Facebook was used to extend learning and train students toward justifying and making others confirm their opinions on a given issue, the nature of Facebook (as used in the ESL classroom), was primarily studied to give inputs on how the said social networking site (SNS) could interface with argumentative writing in the ESL context. Hence, the development of an instructional design model for the said purpose.

Results and Discussion

The proposed instructional design model accentuates the potential of Facebook as an online platform in teaching argumentative writing among secondary school ESL learners. Hence, the following discussions focus on how the teaching of argumentative writing matches the social media

interface provided by Facebook, the description of the instructional design model itself, and the definite steps that language instructors could follow to make sense of the model's framework. Finally, the potential use of the instructional design model in L2 writing instruction gives significant implications to L2 writing instruction and educational technology as well.

The Possible Interface between Facebook and Argumentative Writing

In the present study, exploring arguments using Facebook was conducted as a part of a unit topic dedicated to a news feature that presents a social issue. The output expected from the students is an argumentative essay that would concretize their opinions on the issues presented. Discussions on the said issues and classroom discourse occurred, with learners sharing their perspectives on the different sides of the "debatable" topics. The teacher, extended learning by asking the class for the entire week to comment and give their stand on issues that are posted in a pre-created Facebook group. All members of the group were encouraged to give their comments and state approval, disapproval, and adequate justifications about their arguments. The arguments, comments, and information exchanges done in the social media portal were used as lesson content for the next session. After important concepts had been clarified and learners finally have ample ideas about the issue, they were then asked to put into words their ideas by writing an argumentative essay.

From the theories, researches, and responses of the student-participants as they engaged in improving their skills in argumentative writing through Facebook, it can be deduced that there is a pedagogical link between the use of Facebook as a social networking site and the teaching and learning of argumentation in written mode. Though not as conclusive as it may seem, the integration of social media as a mechanism to train ESL learners the process and the expected output for argumentative writing may be empirically proven. Consequently, the site's popularity among adolescent learners and its up-to-date and motivating features alone could actually justify the significant role it may fulfill in L2 writing instruction. The present study determines and supports previous findings that Facebook and other social media tools help facilitate the teaching of either EFL or ESL writing. More importantly,

the focus of the study on another area of writing instruction, in this case, argumentative writing, may contribute to the growing body of knowledge as regards the use of social media in language instruction. Further, the instructional design model crafted out of reviewing and analyzing related literatures and studies may specifically serve the needs of Filipino ESL learners towards improving their L2 writing performance. The model may also be utilized by language teachers who are still in quest of strategies to accommodate the writing needs and propensities of language learners in the ESL context. Such concerns were not particularly dwelt on previous studies and research literatures, since most of them are after the improvement of the writing skills of EFL learners.

Basically, social media sites like Facebook, when used in education, allow learners to work together and would later on spell academic success because of learners' active engagement and increased motivation (Spanella, 2016). Moreover, integrating Facebook in language instruction provides useful social learning activities that are both educational and appealing. According to Dr. Richard J. Light of Harvard University's School of Education, Facebook as a learning format appeals to younger, socially conscious learners and is built around the notion that many minds are better than one. Its relativity to teaching language arts could help increase learners' communication skills and provide a 'back door' for shy learners. More importantly, social media relies on the written word, making it an excellent means of improving writing skills (Spanella, 2016).

Some studies confirmed the positive effects of Facebook integration in language instruction in general. The study of Wang and Chen (2013) explored the effects of Facebook tutoring on learning English as a second language for children. The instructional strategies of communication, collaboration, and information sharing were given to the participants. The researchers concluded that by providing learners with appropriate strategies, both their learning attitude and learning achievement could be positively affected by Facebook tutoring. On one hand, Alias, et al. (2012) studied the use of Facebook as a Language Learning Strategy (LLS) training tool on college students' LLS use and academic writing performance. Based on the findings, it was concluded that the use of Facebook notes promoted the use of indirect LLS

and that the academic writing performance of Internet-savvy undergraduates significantly improved when Facebook was used as an e-learning tool. Indeed, the said conclusions for the two given studies create a clear picture of how motivating and facilitative Facebook is in improving language performance L2 learners' writing skills for that matter.

An Instructional Design Model that Links Facebook Use and Argumentative Writing Instruction

Crucial to the understanding of how an instructional design model works is the concept of instructional design or an instructional system design (ISD). According to Richards and Lockart (1994), an instructional design is the framework in which teachers will carry out the planned teaching and learning steps in a lesson. Instructional design could be a system of procedures specifying the planning, design, development, implementation, and evaluation of effective and efficient instruction in a variety of educational environments. The specifications of instructional design process are both functional and attractive to learners. Furthermore, Gustafson and Branch (2002) also believe that the procedures within instructional design can lead to a clear approach that is more effective, efficient, and relevant to instruction.

From the aforesaid descriptions about instructional design, it can be said that what concretizes such idea into "consumable" pedagogical products, is an instructional design model which is usually a graphic representation illustrating how the instructional design works. In the present study, an instructional design model that makes sense of the potential use of Facebook in teaching argumentative writing to ESL learners was developed. The steps and processes of the proposed instructional design model are also discussed in this paper.

The FAWI (Facebook–Argumentative Writing Interface) Model

The FAWI model is based on the possible interface between the use of Facebook and the teaching of argumentative writing in an English as a Second Language (ESL) context. The inherent social characteristics, collaborative nature, and interactive value of Facebook tend to justify its significant space in L2 writing instruction, specifically when

the focus is on developing students' skills in writing argumentative essays.

The proposed instructional design model includes 14 specific steps that language teachers could follow to establish the pedagogical connection the model promotes. For end-users to easily remember the steps, the graphical representation of the model provides for icons that are directly linked with the steps identified – *browse, key-in, log-in, feed, post, share, notify, like, unlike, request, attach, check-in, activate, and turn-on*. The steps are further classified into three more general labels that correspond to the type of discourse or interaction promoted using the proposed instructional design model – **Offline1 Discourse (steps 1-4)**; **Online Discourse (steps 5-11)**; and **Offline2 Discourse (12-14)**. The verbs presented are lexis that Facebook users tend to encounter when they explore the social networking site. This was purposively done in order to keep the social media context of the entire instructional design and to establish the relevance of Facebook as a tool for language teaching.

During the online discourse, the students are permitted to use code-switching to promote a more interactive, non-intimidating conversations online. This is based on some research assumptions that L1 use in the pre-writing stage is beneficial. For an instance, Halim and Maros (2014) concluded in their study on the functions of code-switching in Facebook interactions, that code-switching occurs in such context to serve quotation, addressee specification, reiteration, message qualification, clarification, emphasis, checking, indicating emotions, availability, principle of economy and free switching functions. Hence, the code-switching phenomenon could be perceived as a functional sociolinguistic or communicative tool that adds color to both spoken and written communication in electronic discourse rather than a lingo that leads to the corruption of a pure language (Halim & Maros, 2014).

Furthermore, the first four steps of the instructional design model must be done by the language teacher inside the classroom or during formal writing instruction. The next seven steps should be done exclusively in the Facebook domain where exchanges of arguments and other ideas are fulfilled by the learners with the guidance of the teacher or the instructor. The last three steps of the model would allow teachers to check on the effect of Facebook use

on the argumentative writing performance of the ESL learners. Whatever the learners would have as their writing output is believed to be influenced by the discourses they had with their classmates and their teacher online. Following is the detailed presentation of the 14 steps of the Facebook – Argumentative Writing Interface Model or simply, the FAWI Model (Dela Rosa, 2016).

Step 1 – Browse over learners' characteristics and relevant social issues. This step involves teachers studying and analyzing learners' qualities, which will be the basis for the learning experiences to be included in the actual teaching phenomenon. This is anchored on the models proposed by both Heinich, et al. (1993) and Linh and Suppasetserree (2014), which contend that learners' characteristics need to be considered first before actual instruction. Along with highlighting the needs of the learners is the equal consideration of relevant social issues to be dealt with in the process of teaching them argumentative writing. The social issues must also be appropriate to the learners' age and may have to be a consensual choice among them.

Step 2 – Key-in instructional goals for argumentative writing. The language teacher should have in mind a clear goal in teaching learners how to make sense of argumentative writing. Aside from the main goal of teaching them how to write argumentative essays, a more plausible aim must also be linked. Are they learning in order to get acquainted with current social issues or to learn how to be ethical in expressing their arguments? Another possible goal of the teacher is to allow collaboration among learners as they involve in online discourses through Facebook.

Step 3 – Log-in to designing lesson content and activities. After arriving at a clear perspective of learner characteristics, potential social issues to discuss, and drafting the goals for instruction, what comes next is the designing of content and lesson activities. As such, this involves choosing appropriate materials (news articles/stories, narratives and other written samples) that may represent the social issue to be undertaken. Along with these materials are activities that should be aligned with the lesson content. These activities may be used for supplementation purposes. However, the language teacher has to realize that the main activity the learners will deal with is the online discourse they will have with their classmates through Facebook.

Step 4 – Feed rudiments and processes of argumentative writing. Before the immersion of the learners to the social media platform (which is done at home, considering all learners have access to the said social networking site), the language teacher will have to discuss and clarify things first about the process of argumentative writing. This involves instilling to the learners how argumentation works in writing, its difference with other types of writing, and specific reminders to take into account to come up with an effective argumentative essay. A lecture-discussion type of presentation or a modified one may be used for this step.

Step 5 – Post relevant social issues for discussion. This step begins the pedagogical use of Facebook in teaching argumentative writing. A Facebook group should have been created for the whole class; the administrator must be the language teacher. The teacher would then post relevant social issues as a topic for the social media discourse. The issues are again based on the previous analysis of the teacher of the characteristics of the learners and the appropriateness and significance of the issues presented.

Step 6 – Share insights and facts about the chosen issue. In this step, it is not the sole responsibility of the teacher to share opinions and factual statements as comments for the chosen social issue. The learners themselves will be taking in the social media “spotlight.” For this reason, through the comment box provided in the site itself, the learners will have the opportunity to give their insights about the social issue under discussion. Also, it must be emphasized by the language teacher that opinions or insights should be backed up by facts, statistics or personal testimonies from other people. Posting comments may also be done by the teacher appropriately.

Step 7 – Notify students to “negate” or “affirm” messages posted by their classmates. To initiate the social media discourse through Facebook among the learner-participants, the teacher must encourage them to go over the messages or comments posted by their classmates, and give their reactions or another comment about the available arguments. The teacher must anticipate that these comments may be both affirmative or constructive for the one who posted the message or comment. Through the teaching of ethical and responsible expression of arguments discussed in Step 5, the learners should be able to give arguments

that are not derogatory, subjective, and out of context.

Step 8 – Like arguments that fall within the bounds of ethical and objective reasoning. As a facilitator and at the same time, a mediator, the language teacher must be there to monitor the exchanges of comments or arguments among the learners in the virtual space. The teacher may motivate learners who were able to give sound arguments about the issue a “like” (along with some justifications). This is a form of encouragement for the learners and a formative assessment as well.

Step 9 – Unlike arguments that sound unethical and utterly subjective. Directly opposite to the previous step is Step 9. This involves “unliking” arguments or comments that are too subjective or are out of the bounds of what is being argued upon in the learners’ Facebook encounter. Most of the time, these comments include personal attacks to the other members of the group or the noticing of superficial inconsistencies like the occurrence of grammatical errors and spelling faults. This step would therefore remind the learners that the focus of the online discourse is on the quality of arguments they have produced and not on things that do not directly link with the process of sound argumentation. The teacher, on one hand, should have full control of the threats towards the ethical use of Facebook in writing instruction such as students’ untoward, online behavior. In the second step, a review of social networking etiquette, do’s and don’ts, must be considered and emphasized by the teacher. This may guide the learners in the latter steps of the FAWI model.

Step 10 – Request learners to give their final stand on the issue. After the process of exchanging arguments and commenting on messages posted by one another, it is time for them, the students, to post a Facebook status shared to all members of the group about their final stand concerning the issue. This time, counter-arguing or giving miscellaneous comments is no longer encouraged. As such, this is a form of wrapping up the social media discourse initiated.

Step 11 – Attach one’s comments after the class’ online discourse. At this point, the language teacher has to “step in.” Hence, he or she must be giving the statement of conclusion as regards the entire online communication. The teacher may cite positive and negative points on the quality of comments given by the learners or comment on how the participants attacked the issue and interacted with others during

the exchanges of thoughts and arguments. This step officially ends the pedagogical integration of Facebook in teaching argumentative writing.

Step 12 – Check-in learners’ overall response or reactions about the online activity through a classroom synthesis. This step would provide useful feedback from learners about how they went through and how well the online activity catered their experience of Facebook as a social media platform. This will give ample information on how the pedagogical use of Facebook mattered and affected the participants.

Step 13 – Activate learners’ writing skills through coming-up with an argumentative essay. This is now the step where learners will apply what they have learned about what is expected in an argumentative essay, observing specific strategies they learned during the lecture-discussion of the teacher in the ESL classroom and the ones they have learned during the online discourse in Facebook. The same issue will be given as topic for the essay to provide continuity of learning. Rubrics criteria for the writing outputs will have to be explained and discussed beforehand.

Step 14 – Turn-on continuity of learning by providing immediate feedback. The last step in the FAWI model involves providing feedback on the outputs of the learners. This step may also include the revision and re-writing processes, until such time that learners come up with their final output for their argumentative essays.

The other steps of the FAWI model could be revisited once every argumentative writing activity is fulfilled. Other issues may be introduced to the learners to repeat steps 5 to 14 for the same class. However, if the model will be used for another class or group of ESL learners, it is imperative that the language teacher follows all the steps presented. Other types of writing such as persuasive and descriptive writing may also be incorporated in the model by changing the content and other processes to align it to the nature of the aforesaid genres or types.

Significantly, it must also be noted that using FAWI Model in teaching students how to effectively write argumentative essays constitutes only the pre-writing procedure that students have to undergo, following the writing processes. Both offline

and online discourses involved in the model are preliminary steps that may help strengthen the actual writing experiences of language learners which would potentially respond to ‘writing block’ they tend to experience when writing. The importance of building learners’ schema as regards the topic they will be dealing with in their essays and enriching the process of argumentation online could be reinforced using the proposed interface model between Facebook use and argumentative writing. Finally, another important reminder is that, though Facebook use is inherently interactive, collaborative, and authentic, it only serves as one of the students’ sources of information when gathering arguments or making ideas that take shape when composing an argumentative essay. Hence, there is a need to encourage ESL writers to consider other sources of ideas aside from the online facility provided by Facebook.

Implications to L2 Writing Instruction and Educational Technology

Social media platforms have indeed received attention from researchers who have explored their capabilities in language teaching and learning. The integration of Facebook in teaching a language skill like writing may give justice to the notion that it facilitates better language learning experiences. As stated by McCarthy (2010), social networking sites provide increased interactions among students and tend to reduce language barriers and social inhibitions. The goal of 21st century teaching and learning which is directed towards collaboration is best exemplified by the type of proactive communication such social networking site promotes inside and outside the classroom. As such, Lomicka and Lord (2012) explain that the use of SNSs could help learners build collaborative communities and provide opportunities for creative language practice outside of class time. Hence, the FAWI model could be one of the instruments, if applied effectively in language classrooms, towards testing the effectiveness of social media as a teaching and learning tool in L2 writing.

Though social media has brought a lot of opportunities not only in business, entertainment industry, and most especially in education, this technological breakthrough has also raised some issues that, if not fixed, may cause SNSs like Facebook to blow up hitches in the academe. One of such issues is on privacy. According to Clark (2015), Facebook is now ‘hanging by a thread.’ This is due to the threat

that Facebook poses to the users' online security such as their personal data. Matney (2015), in his article, has reported that at least one recent survey suggests that young people such as millennials actually have a strong sense of and concern for privacy. In the educational realm, one of the ways by which classes could preserve their privacy is through creating private or exclusive Facebook groups. However, such feature of Facebook is not enough to fully protect whatever data is yielded in the process of interfacing the use of social media in education. With this said, relevant restrictions and control have to be established by teachers who wish to incorporate the use of Facebook in both teaching and learning, so as to warrant the quality use of social media in education.

On a relative note, as regards connecting the process of argumentative writing with that of the features of Facebook, effective interface could be established. This further implies that language teachers could now take refuge on the utility of social networking sites in developing the writing skills of learners. The landscape of contemporary language education gives teachers the reality that students at present need more collaboration, interaction, and authentic communication experiences with other learners. Hence, the FAWI model makes this pedagogical event easy and practical for language practitioners. The specificity of the steps provided in the instructional design model makes it convenient for teachers to plan and execute argumentative writing instruction through the aid of Facebook, and later on, could give inputs on how social media influences learning and teaching not only in language-related subjects, but in other learning areas as well.

The impending issue about digital divide is also a concern regarding the use of technology-mediated teaching and learning tools. This digital divide is a question of how far do people access information and communication technologies (Yaman, 2015). With the rise of digital learning, it is becoming increasingly important that teachers understand how to properly utilize technology in the classroom (Mattero, 2016). Hence, the use of technology in the educative process may also bring about other concerns such as the provision that the gap between what 'digital natives' know and those that 'digital migrants' (teachers in particular) do not possess has to be filled in. This includes teachers' unsteady knowledge and less experience on the use of social networking sites

like Facebook. To bridge the gap, teachers need to be fully acquainted with the use of ICT in language teaching, along with the fact that they need to immerse themselves to professional development and capacity building programs for teacher education. Also, as mentioned earlier, the procurement of ICT resources for schools especially among public educational institutions in developing countries where full educational development is yet to be experienced, has to be made sufficient. If the aforementioned concerns are effectively addressed, then the use of the FAWI Model for writing may be made more efficient and operative in the field of English Language Teaching (ELT) at large.

Significantly, the FAWI model needs to be tried in actual writing instruction to validate further its usability and effectiveness. The researcher's intent to propose an instructional model that creates an interface between argumentative writing instruction and Facebook use therefore calls for the said model's modification and accompanying development. Hence, the statements provided in this academic paper are not absolutely conclusive. Empirical studies that would make use of the FAWI model, adding other relevant teaching and learning variables, and validation of experts in the field, would qualify more its pedagogical applicability. Finally, if the instructional design model would be fully implemented in secondary schools, ESL teachers' perceptions about the innovation must be identified and that appropriate ICT training has to be provided. One important consideration is the provision that schools, especially public educational institutions in developing countries like the Philippines, would provide facilities to support a more contextualized kind of language learning through online-based mechanisms.

Conclusion

This study reveals the potential of Facebook as a teaching-learning tool in argumentative writing instruction. With the development of technology at an unbelievable pace and the benefits it brings (Yaman, 2015), there is no doubt that in this digital age, technological innovations applied to education is a global trend. As such, the use of the FAWI Model is a response to these emerging breakthroughs in the teaching-learning process. The potential use of

the FAWI Model lies on how it would work during the pre-writing stage, where students have to be acquainted with the entire process of argumentation both online and offline, and bring with them copious schema that would help enrich the topic given. Moreover, the online discourse students would experience when the steps of the model are followed could also be a language learning experience and a sociolinguistic phenomenon that may help back up instruction in general. With adequate provisions and educational support, the FAWI Model would be inspiring more research efforts to validate Facebook use in language instruction by proposing other instructional design models. However, there is a strong need to fulfill other processes of a developmental research to validate and test the effectiveness of the proposed model. It is therefore recommended that future researchers utilize the FAWI Model in actual argumentative writing instruction and be evaluated by experts in the field. This will further qualify scholarly assertions made in this study.

• • •

References

- Alias, A. A., et al. (2012). Language Learning Strategy (LLS) training using an online tool. *International Journal of Social Sciences and Education*, 2(4), 587-597.
- Boyd, D. & Ellison, N. (2007). 'Social network sites: Definition, history, and scholarship.' Retrieved from <https://suegreenwood.wordpress.com/2014/01/23/boyd-d-and-ellison-n-2007-social-network-sites-definition-history-and-scholarship/>.
- Buga, R., et al. (2014). Facebook in foreign language teaching – a tool to improve communication competences. *Procedia – Social and Behavioral Sciences*, 128, 93-98.
- Clark, J. (2015). *Privacy concerns a threat to social media?* Retrieved from <http://www.datacenterjournal.com/privacy-concerns-threat-social-media/>.
- Duggan, M. (2015). *The demographics of social media users*. Retrieved from <http://www.pewinternet.org/2015/08/19/the-demographics-of-social-media-users/>.
- Gustafson, K. L. & R. M. Branch (2002). What is instructional design. In R.A. Reiser & J.V. Dempsey (Eds.), *Trends and issues in instructional design and Technology* (pp. 17-25) Columbus, OH: Merrill/Prentice Hall.
- Halim, N. S. & Maros, M. (2014). The functions of code-switching in Facebook interactions. *Procedia – Social and Behavioral Sciences*, 118, 126-133.
- Heinich, R., Molenda, M., & Russell, J. D. (1993). *Instructional media and the new technologies of instruction*. New York: Macmillan.
- Holton, D., & Clarke D. (2006). Scaffolding and metacognition. *International Journal of Mathematical Education in Science & Technology*, 37(2), 127-143.
- Internet World Stats Usage and Population Statistics (2015). *Internet usage statistics: The Internet big picture*. Retrieved from <http://www.internetworldstats.com/stats.htm>.
- Kayri, M. & Cakir, O. (2010). *An applied study on educational use of Facebook as a Web 2.0 tool: The sample lesson of computer networks and communication*. Retrieved from <http://arxiv.org/abs/1009.0402>.
- Linh, N D. & Supassetsee, S. (2014). *The development of an instructional design model on Facebook-based collaborative learning to enhance EFL students' writing skills*. Suranaree University of Technology, Thailand.
- Liu, Y. (2010). Social media tools as a learning resource. *Journal of Educational Technology Development and Exchange*, 3(1), 101-114.
- Lomicka, L. & Lord, G. (2012). A tale of tweets: Analyzing microblogging among language learners. *System*, 40(1), 48–63.

- Matney, L. (2015). *Can social media's business model survive?* Retrieved from <http://www.datacenterjournal.com/social-medias-business-model-survive/>.
- Mattero, A. (2016). *Bridging the digital divide in education through professional development.* Retrieved from <https://www.teachermatch.org/blog/bridging-the-digital-divide-in-education-through-professional-development/>.
- McCarthy, J. (2010). Blended learning environments: Using social networking sites to enhance the first year experience. *Australasian Journal of Educational Technology*, 26(6), 729-740.
- Richards, J. C. and C. Lockhart (1994). *Reflective teaching in second language classrooms.* New York: Cambridge University Press.
- Safieddine, Z. N. (2014). Interactive Web 2.0 technology in L2 writing classrooms. *Journal of Teaching and Teacher Education*, 2(2), 139-145.
- Sipacio, P. J. F. (2015). Confronting challenges in implementing e-portfolio via Facebook in a Philippine university. *Indonesian Journal of Applied Linguistics*, 4(2), 44-55.
- Spanella, T. (2016). *Using social media in the classroom.* Retrieved from <http://study.com/academy/lesson/using-social-media-in-the-classroom.html>.
- Suppatsereee, S. (2005). *The development of an internet-based instructional system for teaching remedial English to first-year university students.* Suranaree University of Technology, Thailand.
- Tian, X. (2012). *The development of an instructional model for online task-based interactive listening for EFL learners.* Suranaree University of Technology, Thailand.
- Valdez, P. N. (2010). Reflections on using the digital portfolio in academic writing in a Philippine university: Problems and possibilities. *Philippine ESL Journal*, 5, 160-170.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.
- Wang, C. & Chen, C. (2013). *Effects of Facebook tutoring on learning English as a Second Language.* Retrieved from <http://files.eric.ed.gov/fulltext/ED562299.pdf>.
- Wasoh, F. (2014). *EFL@Facebook: Integrating social networking tool as a medium in writing classroom.* Retrieved from <https://www.iises.net/proceedings/9th-international-academic...istanbul/table-of-content>.
- Wiboolyasarini, W. (2012). Blended problem-based instructional model via Facebook application on mobile: Are you ready for m-learning? *International Journal of e-Education, e-Business, e-Management and e-Learning*, 4(2), 91-94.
- Yaman, I. (2015). Digital divide within the context of language and foreign language teaching. *Procedia – Social and Behavioral Sciences*, 176, 766-771.
- Yu, L. T. (2014). A case study of using Facebook in an EFL English writing class: The perspective of a writing teacher. *The JALT CALL Journal*, 10(3), 189-202.
- Yunus, M. M., et al. (2011). *Using Facebook groups in teaching ESL writing.* Retrieved from <http://www.wseas.us/elibrary/conferences/2011/Montreux/COMICICBIO/COMICICBIO-11.pdf>.
- Zhu, W. (2001). *Performing argumentative writing in English: Difficulties, processes, and strategies.* Retrieved from <http://files.eric.ed.gov/fulltext/EJ659483.pdf>.

Acknowledgement

The authors wish to thank Dr. Ma. Antoinette C. Montealegre and Dr. Cecilia M. Mendiola.

The Academic Functions of English, Science and Mathematics Coordinators and its Relations to Teachers' Performance: A Basis for an Enhancement Program

Cyril E. Sales

Southville 1 National High School

Abstract

This study was intended to analyze the academic functions of English, Science, and Mathematics (ENSCIMA) coordinators. It assessed a framework as to coordination, communication, planning, and assessment. Questionnaires were administered to ENSCIMA coordinators and teachers, and Performance Appraisal System for Teachers (PAST) data for teachers' performance was also collected for analysis. Ratings were analyzed in relation to assessments of respondents on academic functions of ENSCIMA coordinators. Academic functions of ENSCIMA coordinators in terms of coordination, communication, planning, and assessment are very satisfactory; there was significant difference between the assessments of two groups of respondents on performance of ENSCIMA coordinators in terms of coordination, planning, and assessment, but no significant difference in communication; all ENSCIMA teachers were very satisfactory on their performance; and there is significant relationship between the assessed academics functions of ENSCIMA coordinators and teachers' performance.

Keywords

English, Science and Mathematics teachers, Academic Functions

Author's Notes

Correspondences regarding this paper should be directed to Cyril E. Sales at email salescyril1998@gmail.com

Introduction

Successful operation of an educational institution requires competent administrators. *Education administrators* provide instructional leadership and manage the day-to-day activities in schools, preschools, day care centers, and colleges and universities. They set educational standards, goals, and establish the policies and procedures required to achieve them. In administration, principal and head

teachers supervise teachers, guidance counselors, librarians, and other staff. They also develop academic programs; monitor students' educational progress, train and motivate teachers, and other staff on their specific tasks, manage career counseling and other student services; administer record-keeping; prepare budgets; and perform other duties. They as well handle relations with parents, prospective and current students, stakeholders, the alumni, the barangay and the community. In public secondary school

systems, responsibilities are divided among many administrators such as principal and head teachers, each with a specific function in different areas (Alcaide, 2002).

According to Dumaguing (2000), subject area coordinators as well as the principal ensure that students meet academic standards. When addressing problems of inadequate resources, administrators serve as advocates. They are responsible in planning for the upcoming year, participating in workshops for teachers and administrators, supervising improvements, and working to make sure that the school has adequate staff for the upcoming school year. Schools continue to be involved with students' emotional welfare as well as their academic achievement. As a result, principal and head teachers face the responsibilities outside of academics. They are monitoring the student development such as maintaining decreasing drop-out rates, increasing participation rates, increasing survival rates, increasing retention rates and supplementary diet.

Coordinators direct subject area programs such as English, Science and Technology, Mathematics, Filipino, and MAKABAYAN (Araling Panlipunan, Technology and Livelihood Education, Music, Arts, Physical Education and Health, and Values Education). They supervise the development and academic progress of the department and the implementation of different activities provided by the education program supervisor for the said subject area and the teaching techniques and strategies of subject teachers. Head teachers help the principal to assess the training needs of teachers and prepare the school-based training designs (Cabundol, 2001).

Today, students' low performance on all subject areas needs an immediate solution. Teaching needs improvement with the supervision of principal and subject area coordinators as to enhance learning skills among students. Varied enhancement activities have been utilized which indeed contribute to the development and improvement of the teaching and learning process (Jarilla, 2012).

However, all school heads, head teachers, area coordinators, teacher-leaders, and instructional leaders have major responsibilities for the over-all school's performance. So, the prevailing condition urges the researcher to explore ways and means on

how functions of coordinators in particular subject area could be enhanced. The researcher desires to conduct an assessment on academic functions of ENSCIMA coordinators to gain professional and personal competencies that stakeholder will hugely help who can identify enhancement programs aimed at high-standard and quality education not only in the department but also to sustain the finest performance of the school.

Stoner (2005) mentioned that one of the challenges in making a formal group effective is ensuring that everyone has a chance to contribute and participate. After all, no one can predict who will offer the best ideas. This is a systematic procedure for participative management wherein corporate accomplishments are regarded as results of the combined creative and decision making talents of all participants. There is a respect for individual dignity and contribution. American schools are reorienting themselves and successfully managing according to such models. Analysts suggested that one key is adopting the premise that, by and large, the workforce consists of intelligent people who want to do a good job.

This idea is supported by Verma (2005), when he said that department coordinators, as managers, are required to lead their area department in the challenging knowledge-driven environment in its institutions. He stressed that department management is a comprehensive effort to direct, guide, and integrate human efforts which are directed towards specific ends or aims. The principles underlying department management can be described as: planning, organizing, directing, coordinating, and evaluating.

The study of Balaquit (2004) revealed congruence between the self-appraisal of the administrator respondents and the assessment of the teacher respondents on the effectiveness of the administrators' instructional improvement skills, planning, and organizing work skills, public relations and community involvement skills and utilization and allocation of resources skills. However, there is an existing gap between the self-appraisal of administrators' leadership and personnel management skills and problem analysis and decision-making skills. The school administrator respondents assessed themselves "very effective" in

these areas; while the teacher-respondents assessed the school administrators “effective” in the said area. Finally, the study underscored that the instructional leadership skills of school administrators are critical levers in driving performance and student achievement.

Hess (2003) mentioned that teachers’ development is a long complex task. The role of school manager is critically important in the implementation of an effective staff development program. The school managers should encourage teachers to pursue further studies. It is also well established that they lead planned professional development among his/her subordinates to cultivate quality education; teachers’ development needs to be on going and well planned. The following are different staff development program to be considered. Improving the performance in their present position; developing key skills so as to fill anticipated vacancies; influencing individuals to facilitate need satisfactions; promoting self-development of all personnel in order to enhance their potentials; and providing basis for identifying and developing successors in each employee, group across school systems.

The study of Balaquit and Stoner mentioned that one of the challenges in making a formal group effective is ensuring that everyone has a chance to contribute and participate and revealed congruence between the self-appraisal of the administrator respondents and the assessment of the teacher respondents on the effectiveness of the administrators’ instructional improvement skills, planning and organizing work skills, public relations and community involvement skills and utilization and allocation of resources skills This is supported by Verma and Hess that the department coordinators, as managers, are required to lead their area department in the challenging knowledge-driven environment with its institutions and mentioned that teachers’ development is a long complex task. The role of school manager is critically important in the implementation of an effective staff development program.

Purpose of the Study

This study aimed to assess the academic functions of ENSCIMA coordinators and its relations to teachers’ performance in public secondary schools in the District of Cabuyao, Philippines.

Specifically, this study intended to answer the following:

1. How do the ENSCIMA coordinators of public secondary schools in the District of Cabuyao perform their academic functions as assessed by themselves and teachers along with the following aspects:
 - 1.1. coordination;
 - 1.2. communication;
 - 1.3. planning; and
 - 1.4. assessment?
2. Is there a difference between the assessments of the two groups of respondents on the performance of the ENSCIMA coordinators of their academic functions?
3. How is the performance of the ENSCIMA teachers described?
4. How are the assessed academic functions of the ENSCIMA coordinators related to the teachers’ performance?

Methodology

Research Design

The researcher used the descriptive method of research, which according to Calderon and Gonzales (2004), is a purposive process of gathering, analyzing, classifying and tabulating data about prevailing condition, practices, beliefs, processes, trends and cause-effect relationship and then making adequate and accurate interpretation about such data.

Participants

The participants of the study included ENSCIMA coordinators/head teachers and their teachers in the public secondary schools of the District of Cabuyao. A total involvement of the 15 ENSCIMA coordinators/head teachers and 154 teachers in year 2012-2013.

Data Collection

The following were undertaken by the researcher in order to gather the needed data:

First, the researcher requested as approval from the Superintendent of the Division of Laguna to administer a survey using questionnaire to the target respondents. Then, he sought the approval of principals to conduct the study and personally administered the survey to the principals for their ENSCIMA coordinators/ head teachers and their teachers, and also asked the copy Performance Appraisal System for Teachers (PAST) for second semester, Academic Year 2011-2012 in order to gather ENSCIMA teachers' performance in public secondary schools in the District of Cabuyao..

Finally, the gathered data from questionnaire and pieces of information of Performance Appraisal System for Teachers (PAST) for second semester, Academic Year 2011-2012 for ENSCIMA teachers' performance were carefully tallied, tabulated, and analyzed in order to arrive with reliable results. The assistance of the statistician was sought for the most appropriate treatment.

Materials

The first instrument that intended to assess the academic functions of ENSCIMA coordinators was based and patterned from the indicators reflected in Performance Appraisal System for School Administrators (PASSA) issued by the Department of Education.

The instrument in identifying the teachers' performance was the Performance Appraisal System for Teachers (PAST) for second semester, Academic Year 2011-2012 of five public secondary schools in the District of Cabuyao.

Validation of the Instrument

The researcher prepared the survey questionnaire which was patterned after the

Performance Appraisal System for School Administrators (PASSA) issued by the Department of Education for the school respondents of the District of Cabuyao. The questionnaire was submitted to the educational authorities who were experts, (graduate school professor and education program supervisors) in the field to check the validity of the instrument. The researcher considered all their recommendations and suggestions.

After doing the necessary modifications in the instrument, the researcher proceeded in gathering the needed data.

Data Analysis

The following are the statistical treatments applied in the study:

1. Concerning the academic functions of ENSCIMA coordinators as assessed by themselves and teachers, the five-point Likert Scale and the mean were used.

Furthermore, interpretations for computed means are adopted from Table 1.

2. In determining the difference between the assessments of the two groups of respondents on the performance of the ENSCIMA coordinators of their academic functions, the study applied the Uncorrelated t-test.

To give interpretation to computed Pearson's r correlation and t-test, the following guide was adopted:

Table1. For the Academic Functions of ENSCIMA Coordinators

Weight	Verbal Description	
10	8.40 – 10.00	Outstanding (O)
8	6.80 – 8.39	Very Satisfactory (VS)
6	5.20 – 6.79	Satisfactory (S)
4	3.60 – 5.19	Unsatisfactory (US)
2	2.00 – 3.59	Poor (P)

Table2.

Range	Verbal Interpretation
0	No Correlation
+/- 0.01 to +/- 0.20	Slight Correlation, Almost Negligible Relationship
+/- 0.21 to +/- 0.40	Slight Correlation, Definite But Small Relationship
+/- 0.41 to +/- 0.70	Moderate Correlation, Substantial Relationship
+/- 0.71 to +/- 0.90	High Correlation, Marked Relationship
+/- 0.91 to +/- 0.99	Very High Correlation, Very Dependable Relationship
+/- 1	Perfect Correlation

Results and Discussion

The following pointers are hereby summarized based on the results of this research:

1. On the Academic Functions of ENSCIMA Coordinators along with the following aspects:

- 1.1. Coordination

The computed grand average weighted mean was 7.572 interpreted as very satisfactory.

- 1.2. Communication

The value of the obtained grand average weighted mean of 7.518 having been interpreted as very satisfactory.

- 1.3. Planning

The calculated value of grand average weighted mean of 7.648 which was interpreted as very satisfactory.

- 1.4. Assessment

The amount of the grand average weighted mean of 7.361 having been interpreted as very satisfactory.

2. On Differences in the Assessment of Respondents on the Performance of ENSCIMA Coordinators.

In terms of coordination, it can be said that there was a significant difference, thus the alternative hypothesis is accepted. As to communication, it can be noted that there was no significant difference, thus the null hypothesis is adopted. With regard to planning, it indicated that there was a significant difference, thus the alternative hypothesis is recognized. Regarding the assessment, it can be noted that there was a significant difference; thus, the alternative hypothesis is hereby employed.

3. On The Performance of ENSCIMA Teachers

Nobody among the teachers involved in this undertaking was outstanding as evident by a zero frequency and percentage. On the other hand, all of them, (154) or an equivalent to 100% were very satisfactory, subsequently, it was happy to know that nobody among the teachers were satisfactory, unsatisfactory and poor on their performance as supported by their respective zero frequency and percentage equivalent.

4. On The Assessed Academic Functions of the ENSCIMA Coordinators As Related to the Teachers' Performance

There is significant relationship between the assessed academic functions of ENSCIMA coordinators and the teachers' performance.

5. On The Proposed Enhancement Program

There is an enhancement program proposed to explore ways and means on how academic functions of coordinators in particular subject area could be enhanced more and expecting to produce high-standard and quality education not only within the department but also to sustain the finest performance of the school.

<i>Area</i>	<i>Objectives</i>	<i>Strategies</i>	<i>Time Frame</i>	<i>Persons Involved</i>	<i>Success Indicators</i>
Coordination	<p>*Prepare and formulate effective strategies on leadership</p> <p>*Prioritize the assistance needed by the teachers</p> <p>*Provide and apply cooperation and trust within the department</p>	<p>*Monthly meeting</p> <p>*Group and Work Management</p>	<p>*Year Round</p>	<p>*Area Coordinators/ Head Teachers</p> <p>*Teachers</p>	<p>*Effective strategies on leadership shall have been formulated</p> <p>* Assistance needed by the teachers shall have been prioritized</p> <p>*Cooperation and trust shall have been given and applied</p>
Communication	<p>*Practice and exercise harmonious relationship</p> <p>*Discuss and resolve conflicts</p> <p>*Value wide connection to other stakeholders</p>	<p>*Open Forum</p> <p>*Individual or Group Conference</p>	<p>*Year Round</p>	<p>*Area Coordinators/ Head Teachers</p> <p>*Teachers</p>	<p>*Harmonious relationship shall have been exercised</p> <p>*Conflicts shall have been discussed and resolved at the end of the day</p> <p>*Wide connection to other stakeholders shall have been valued</p>
Planning	<p>*Inform all members of planning of agenda.</p> <p>*Appreciate suggestions and corrections</p> <p>*Prioritize firm verdict</p>	<p>*Monthly meeting</p>	<p>*Year Round</p>	<p>*Area Coordinators/ Head Teachers</p> <p>*Teachers</p>	<p>*All members shall have been part of planning of agenda</p> <p>*Suggestions and corrections shall have been appreciated</p> <p>*Firm verdict shall have been prioritized</p>

Assessment	*Enhance students' academic performance	*Orientation *Trainings *Mentoring *Coaching	*Year Round	*Area Coordinators/ Head Teachers *Teachers	*Students' academic performance shall have been enhanced *Programs for slow learners shall have been monitored
------------	---	---	-------------	--	---

Conclusions

From the findings summarized, the following conclusions were drawn:

1. On The Academic Functions of ENSCIMA Coordinators that they are considered as true leaders. As educational leaders, they make sure they do the first move by helping out their principals in implementing their proposed programs and reaching out for their peers if there is a need like instructing them what to do it as well as coaching teachers for them to be able to perform well in their respective functions. Cooperative and collaborative efforts for both are required for these are considered their life and instrument to achieve a desirable goal in education. Furthermore, coordinators bridge the gap by keeping their teachers aware and informed of what they are supposed to do and what are expected from them. Through communication, conflicts on their area can be minimized if not avoided. Teachers can work well if they are oriented and guided on the tasks they are expected to accomplish. The coordinators make sure that everything is running according to plan and they are often engaged in planning activities together with the principal and other teachers in school, they also make sure that everybody is involved in the decision making process and possess that good planning may enhance effective outcomes or desirable results. And both coordinators and teachers are committed to perform their academic functions for the development of the learners; thus, providing them with fruitful knowledge and insights.
2. The success of the educational department depends largely on how the coordinators perform their roles as a leader and how actively their teachers will respond to them. The good leadership of coordinators will put into waste if they will get no support from their teachers. That both sets of respondents are performing well their duties and functions showing their support, cooperation and concern for each other.
3. It connotes that these teachers performed very well, and still they should be encouraged to be more responsible, committed and dedicated to their teaching jobs.
4. That major parameter for good management practices like coordination, communication, planning and assessment can effectively influence to guide both coordinators and teachers to perform best academically.

Recommendations

In the light of findings summarized and the conclusions drawn, the researcher offered the following recommendations:

1. These coordinators should continue to evaluate their own performance through regular conduct of interviews, dialogues with their teacher-subordinates and also by the inclusion of gathered analysis, feedback and information and issues about their management capabilities. The coordinators must see to it that there should be no communication gap between them and their teachers; thus, it should be established that they are people in the Department of Education joining hand in hand for the proper development of Filipino citizens, and with due respect to each other should be extended. The coordinators should continue in maintaining good relationship among their teachers not only in the observance of good channel or flow of communication but through well-performed tasks of planning, coordination and assessment of learning as well. Democratic leadership should always be applied in administration and supervision. Teachers' suggestions and opinions should always be heard. In decision making, the voice of the majority must prevail. However in doing so, it should have some limitations. Both of them should come up with varied learning objectives and opportunities as integrated in the school program of activities which are intended to develop themselves and their learners. All skills in the different subject areas intended for the different year levels should be finished by the end of January, so that at the start of February, intensive reviews in all lessons can be done in the preparation for different achievement tests in March.
2. The coordinators should be specific to their unique style of managing the department. The coordinators and their teachers should continuously show harmonious relationship for the betterment

of the department and the school. Both coordinators and teachers are encouraged to maintain a good relationship through a day-to-day interaction, shaking hand-in-hand; thereby, enhancing effective academic functions leading toward quality education for learners.

3. The school heads and their teachers should be encouraged to attend and participate the in-service trainings concerning the academic functions of coordinators / head teachers. The coordinators should enrich their functions through attending seminars and development related to their management and academic functions focusing attention on good content and principles of leadership; thus, this may serve as their guides in leading and developing their teacher-subordinates to become competitive facilitators of learning. All teachers must be required to take master's level course in order for them to be elevated to the next to the higher position after the required number of years in the service.
4. The coordinators should see that teachers correctly apply what they have learned toward the effectiveness and efficient teaching for their subjects.

• • •

References

- Alcaide, F. (2002). *Human Relations Practices of School Administrators in Districts I and II in Pangasinan*. Unpublished Master's Thesis, Pangasinan State University.
- Balanquit, N. (2004). *Characteristics of High Performing Schools as Correlates to the Instructional Leadership Skills of School Administrators of the Diocesan Catholic School System of Laguna*. Unpublished Thesis, Manuel L. Quezon University.

- Cabundol, B. (2001). *The Performance Level of School Heads of the Selected Secondary Schools in the Division of Calamba City*, Master's Thesis, LCBA, Calamba City
- Dizon, M. (2007). *The Management Practices and Instructional Leadership Skills of Elementary School Principals in the Division of Cavite: An Analysis*.
- Dumaguing, Z. (2000). *In Service Training Needs of College Teachers in Visayas State College of Agriculture, Baybay, Leyte*. Master's Thesis, University of San Jose Recoletos, Cebu City
- Hess, F. (2003). *A License to Lead? Leadership Agenda for America's Schools.*, Washington, DC., Progressive Policy Institute.
- Stafford, K. (2007). *Management and Organization. Revised Edition*. Ontario, Canada: Hastings & Company Press.
- Stoner, G. (2005). *Human Behavior: An Inventory of Scientific Findings*. New York
- Verma, G. (2005). *Educational Administration*. Massachusetts.
- Jarilla, Y. (2012). *Understanding by Design (UBD) as an Approach in Teaching English I and Its Relation to the Students' Performance in the Division Achievement Test (DAT) in Calamba City: A Basis for Action Plan*. Unpublished Master's Thesis, LCBA.

A Pedagogy for Teacher Education: Making Theory, Practice, and Context Connections for English Language Teaching

Sally Ann Jones

National Institute of Education, Singapore

Abstract

This article discusses a pedagogic intervention on a pre-service teacher education course for student-teachers learning to teach English in the Singaporean, multilingual primary school. A case-method pedagogy was conceptualised in response to the teaching environment of Singapore and driven by two questions: one about the ability of student-teachers to make theory/practice connections, and the other about how they might develop professional values. Two examples of the case studies were presented as they were employed during the course provide data. Another set comes from a survey which elicited student-teachers' reflections on their experiences of learning using this case-method pedagogy. The findings demonstrate that the contextualisation provided by the cases gave student-teachers opportunities for making effective theory/practice connections. It also led them to personalise their learning. Additionally, the results about ethics were suggestive of the development of professional values, showing an unexpected catalysis of a future-orientation to the profession. However, since the results about the development of teaching values were not conclusive, the article provided discussions on the current issue. Nevertheless, the case-method pedagogy is recommended as effective in teacher preparation, enabling theory and practice to be visibly connected through context.

Keywords:

Teacher Education; English Language Teaching; Primary School; Theory/Practice; Multilingual Context

Authors' Notes

Correspondences regarding this paper should be directed to Sally Ann Jones at email sally.jones@nie.edu.sg.

Introduction

This paper shows how the need for student-teachers to relate theory to practice and develop appropriate professional values is accounted for in the design and implementation of a pedagogy for teacher education in Singapore. An issue often presented in the international literature on teacher preparation

is the difficulty experienced by student-teachers in making connections between theory and practice such as cases for Allen (2009) and Liston, Whitcomb and Borko (2006). In Asia, Cheng, Tang, and Cheng (2012) made similar observations about the situation in Hong Kong. Being able to make these theory/practice connections is essential for teachers, given the situated nature of teaching which requires the application of

many different types of knowledge in the immediate practical situation of the classroom (Twiselton, 2006). Another issue foregrounded in twenty-first century thinking about teacher education is the necessity for teachers not only to have a variety of knowledge and skills but to practise the appropriate attitudes and values in their relationships with children (National Institute of Education [NIE], 2009).

Nevertheless, Darling-Hammond (2006), Shulman (1996), and Merseth (1996), for example, all suggest that this difficulty for student-teachers can be compounded by ineffective and inappropriate pedagogies employed on teacher education courses which do not take into account the complex nature of teaching knowledge and how it is constructed. The difficulties for Singaporean student-teachers of English in making theory/practice links and developing professional values are exacerbated by particular features of their country and educational context. Family size being small means that young student-teachers do not have instinctive knowledge about children and families; the textbooks used are, of necessity, imported; the children they will teach are linguistically diverse. Thus, this article reports on an intervention research study which involves the design and implementation of a pedagogy to guide student-teachers into making theory/practice links from an implicit values standpoint, taking into account these characteristics of the setting. It is particular in its focus on preparing teachers for primary school English teaching in Singapore but has an additional wider relevance in the use of the case method for pre-service teacher education and the attention to developing ethics. The two research questions of the study asked how effectively might student-teachers make theory/practice connections through the study of cases (Shulman, 1996), and whether the case method would allow appropriate professional values to develop. At the end of the course during which this pedagogy (among other methods) was implemented, student-teachers' reflections on their learning were gathered through an open-ended survey and analysed thematically.

The article begins by briefly reviewing the relevant literature on teacher education. It then synthesizes the knowledge, skills, and values desirable in teachers of English and provides an explanation of three features of the Singaporean context thought likely to affect student-teachers' learning. The section

describing the research intervention discusses the design of the pedagogy and offers examples of its application. Its potential for use is discussed through analysing student-teachers' reflections.

Literature Review

Pedagogy for Teacher Education

Superficially and observably easy, yet teaching is an extremely complex activity (Darling-Hammond, 2006; Loughran & Russell, 2007). Teacher education is just as complex. During preparatory courses, students of teaching have to learn about disciplinary content drawn from many areas, learn about learning and about teaching (Loughran, 2006). Although now viewed as an academic discipline (Loughran & Russell, 2007), much of the experiential knowledge about what teaching and learning constitute is tacit and embodied in those who engage in it. In order for teacher education to occur, teacher educators and students of teaching have to engage in self-study (Hoban 1997; Loughran & Russell, 2007), which will enable the articulation of practice in a shared metalanguage and allow student-teachers to connect theory with practice.

Loughran (2006) notes that traditionally, there has been more attention to the cognitive elements with the content of teacher preparation than to teaching the pedagogical reasoning necessary for students to access the depths of thinking behind the application of theory in practice. He argues that in order to teach the thinking behind practice, instead of merely modelling, pedagogies of teacher education should "give students access to the pedagogical reasoning, uncertainties and dilemmas of practice that are inherent in understanding teaching as being problematic" (Loughran, 2006, p.6). This reasoning links theory and practice which allows theory to be called upon to reason a practical teaching situation.

Specifically, in delineating the "how" of teacher education of the 21st century, Darling-Hammond (2006) recommends "newly emerging pedagogies" (p.307). She spells them out as the "extensive use of case methods, teacher research, performance assessments, and portfolio evaluation that apply learning to real problems of practice" and "explicit strategies to help students to confront their own

deep-seated beliefs and assumptions about learning and students and to learn about the experiences of people different from themselves” (2006, p.305). Fernandez (2010), in a research on the effective use of Microteaching Lesson Study for pre-service education, provides an example. The study employed some of the pedagogies recommended by Darling-Hammond (2006), including the inbuilt analysis, discussion, reflection, and revision of Lesson Study, with good results. Fernandez observed her students developing mathematical pedagogic reasoning as well as learning the content they would teach.

The Values of Teaching

In addition to knowledge and skills, writers have argued for teachers to develop the values and particular ways of thinking that are required for wise teaching (Arlin, 1999) or teacher excellence (Collinson, 1999). According to Arlin (1999, p.14), teachers need to develop the mental maturity to develop a sense of context, to be flexible and creative, and to realise that there are different perspectives on and methods of instruction. They also need to learn not to work in absolutes but to develop a sense of uncertainty about the process and product of instruction. Lunenberg, Korthagen, and Willems (2007) argue that this has to be done explicitly, for example, one learning outcome on the course they describe is “the student will be able to clarify his or her teaching values and norms, and will be able to relate these to his or her teaching practice” (p.170). They conclude that values should permeate the whole teacher education programme through reflection catalyzed by means of instructional strategies such as moral analysis charts. These researchers see students’ personal as well as professional identities involved in the process of adopting professional values. They argue that in order to support explicit teaching there needs to be an accepted metalanguage about values which, they note, is at the moment largely tacit (2007, p.171/2).

Making values explicit can be seen in the context of Singapore teacher education, where values and dispositions have been articulated in a report titled, *A Teacher Education Model for the 21st Century* (2009). The report considers teacher education generally in terms of values, skills, and knowledge (V³SK). This model includes three value paradigms: learner-centred values, teacher identity, and service to the profession and community. Of most relevance for this research are

the learner-centred values of empathy, the belief that all children can learn, the commitment to nurturing the potential in each child, and the valuing of diversity.

The Knowledge and Skills for Teaching English

Teaching young children to read and write is a highly complex activity and preparing students of teaching to do this is even more so, particularly in multilingual contexts, such as Singapore, about which there is little published discussion, as noted by Freeman and Johnson (1998). Teacher educators have considered the knowledge and skills needed by the expert teacher, for example, Arlin (1999), Berg (2010), Collinson (1999), and Shulman (1986), the literacy teacher, for example, Cervetti, Damico and Pearson (2006) and Twisleton (2006) and the teacher of bilingual or multilingual pupils, for example, Freeman and Johnson (1998) and Bernhardt (1994). Others, such as Koda (2005) and Genesee, Geva, Dressler and Kamil (2006), argue that some knowledge of contrastive linguistics is essential for teachers of English since children who speak other languages may approach learning English through the framework of their first language. For student-teachers to be prepared to teach young children in multilingual contexts, therefore, they require broad professional knowledge and skills in addition to those more specifically associated with teaching language. The main skills and knowledge for English language teaching have been culled from the literature and are shown in Table 1 (see page 71).

The Context of Teaching

The educational context comprises the people involved in teaching and learning, their knowledge and their relationships, the teaching and learning activities, the texts and materials, the technologies and their purposes, the culture of school and society, and educational policy. The importance of context in general teacher education has been emphasized by Arlin (1999) and Collinson (1999). Of five criteria for ‘wise’ teaching, Arlin states one as, ‘a sense of the context of instruction and the context in which the students are being instructed’ (1999, p.7). Twisleton (2006) and Freeman and Johnson (1998) similarly advocate contextual understanding as necessary for effective English language teaching. Twisleton even suggests that teacher expertise consists of ‘the ability to perceive the demands of a situation as it arises’ (2006,

Table 1. The knowledge and skills teachers require to teach English in multilingual contexts

<i>about language</i>	<i>about children</i>	<i>about pedagogy</i>
<ul style="list-style-type: none"> • knowledge about the English language • knowledge about how language is learnt and acquired as a home language and a language for school 	<ul style="list-style-type: none"> • knowledge of how children learn first and subsequent languages from different perspectives, for example, psycholinguistic, socio-cultural and multiliteracy perspectives 	<ul style="list-style-type: none"> • knowledge of pedagogy, both in general and specific to language learning and development
<ul style="list-style-type: none"> • knowledge of more than one language and how it contrasts with the variety of English to be taught in school 	<ul style="list-style-type: none"> • knowledge of child development and theories of learning and development 	<ul style="list-style-type: none"> • knowledge of assessment, both in general and specific to language learning and development
<ul style="list-style-type: none"> • knowledge of the features of the main languages in a multilingual society in relation to the variety of English to be taught in school 	<ul style="list-style-type: none"> • knowledge of texts and other materials produced for children including textbooks and children's literature 	<ul style="list-style-type: none"> • knowledge of the English language syllabus and curriculum
<ul style="list-style-type: none"> • communication skills • skills in contrastive linguistics 	<ul style="list-style-type: none"> • relationship building skills 	<ul style="list-style-type: none"> • pedagogic and assessment skills, for example, lesson planning and material preparation • reflective skills • evaluative skills • analytic skills

p.89) and simultaneously draw on a variety knowledge and skills from different sources and disciplines to be effective in practice. Thus, a knowledge of context from broad social and educational perspectives as well as from the particular perspectives of the classroom and learners is necessary. In addition to skills, knowledge, and values, therefore, it is argued that a sense of context should be a significant component of teacher preparation.

Three specific aspects of the Singaporean context, in particular, affect the ways in which student-teachers are able to connect theory with practice. First, given the changing educational practices and demographics in Singapore, the young student-teachers today have less to do with children than their counterparts, ten years ago. In Singapore, the household size has decreased over the years. While, in the past, people lived with extended families and had more children of their own, now the average household size in Singapore is three people or fewer. Channel News Asia (2010) reports that the proportion of households with two to three people increased from 36% in 2000 to nearly 41% in

2009, and Thang (2005) states that in 1990 the average number of people per household was 4.2 while in 2000 it was 3.7. Thus, students are often less familiar with all the out-of-school aspects of children's development, a factor which may make them less empathetic to and understanding of children's social and emotional needs, as well as of familial constraints and pressures.

The second consideration is the educational policy context of Singapore. In the primary school, class size is large, although starting from 2001 it has been reduced from 40 to 30 pupils in the lower primary (Ministry of Education, n.d., p.25). This affects how much time teachers have with individual children and, consequently, how well they may understand pupils in their classes. Another feature of the Singaporean educational context is the policy of bilingualism in the national curriculum (Shanmugaratnam, 2002). The policy mandates all children in primary school learn English, which is the medium of instruction, and a mother tongue language made from a selection, but most commonly Mandarin, Malay, or Tamil. As a result, the primary classroom is multilingual and

children have at least two languages and language varieties to draw on as they learn the languages and the subjects of the school curriculum. The varieties of English identified among children in Singapore by Gupta (1994) are Singapore Standard English (SSE) and Singapore Colloquial English (SCE). According to the syllabi, the school variety of English is ‘internationally acceptable English’ (Ministry of Education, 2009, p.10).

Third, the main textbooks set for the course are written for countries and contexts other than Singapore. The textbooks used are by Winch, Ross Johnston, March, Ljungdahl and Holliday (2010) and Tompkins (2014) in addition to the English syllabi past and current (Ministry of Education, 2009; 2000; 1991). These textbooks were selected for their quality of content, clarity of language, coverage, and layout. Winch et al (2010) is published in Australia and takes a functional and genre-based approach to teaching language and literacy, while Tompkins (2014) is published in the USA and is oriented to language arts. However, naturally the books are written to prepare teachers to teach in the country of publication, and neither book is written with the multilingual pupil to the fore. Therefore, on the course, other readings supplement these two main texts. These additional readings either refer specifically to teaching in Singapore or the ASEAN region or to teaching in multilingual contexts, for example, Chew (2005), Cheah (2003), and Sripathy (1998).

The Pre-Service Curriculum Studies Course

The pre-service curriculum studies course of the intervention study is the first of four that students read on their degree programme. Here, student-teachers learn how to teach children how to read and write English in the lower primary, that is, when children are about 6 to 8 years old. Prior to this study, the course was revamped according to the design principle of key concepts (Buckingham, 1994). This foregrounding of concepts rather than the previous organizing principles of topics, methods, and teaching strategies was to ensure a pedagogic focus on reflection and the development of student teacher metacognition, that is, their awareness of professional considerations in teaching situations. The course design was inspired by general critiques made by Korthagen and Kessels (1999) and Darling-Hammond (2006) of teacher

education. The employment of concepts also enabled coherence and spiral progression across the series of curriculum studies courses, thus rectifying another common design flaw identified by Darling-Hammond (2006). The key concepts for the course are:

- diversity and individual differences
- the home/school transition
- the importance of spoken language in teaching and learning
- the processes of learning and acquisition (Krashen, 1989)
- the contextualisation of language
- the differences between spoken and written English
- varieties of English
- stages of literacy development
- creativity and conformity in children’s writing

An important central focus of the course, to which many of the key concepts are related, is the role of spoken English in education. For example, the course teaches about the significance of multilingual children’s spoken language in their development of English literacy. In contrast to children who acquire the spoken form of language at home before schooling, which is the experience presented in the imported course textbooks, Singaporean multilingual children most often have to learn the spoken and written forms of the language simultaneously in school (Gregory & Kenner, 2003; Moll & Dworin, 1996). In addition, the significance of spoken English language for children’s participation in instruction and for their cognitive, social, and emotional development is considered on the course.

Thus, making theory/practice connections is recognized as a difficulty throughout teacher education. The redesign of the curriculum studies courses reflects a concern with this issue through the preference for teaching concepts and principles rather than procedures. Nevertheless, some particular social and educational features of the Singaporean setting may exacerbate the process of linking theory to practice for student-teachers; for example, the fact that their textbooks do not reflect their future teaching context may distance Singaporean teachers from experiential knowledge of schooling even more than their counterparts in other countries. Another concern about how to teach professional ethics is set against

local factors such as the small family size which might militate against the development of empathy. In following Darling-Hammond (2006), Merseth (1996), and Shulman (1996), the intervention using a case-method pedagogy seeks to involve student-teachers in situated knowledge construction about the practice of language teaching as a means to assist them in making theory/practice connections and developing professional values.

Methodology

Design of the pedagogy

Given the considerations of context discussed above and the reported difficulties for student-teachers in making theory/practice links (Allen, 2009; Cheng et al, 2012; Darling-Hammond, 2006; Liston, Whitcomb & Borko, 2006), the task of learning to teach English in the English medium primary school in a multilingual society is certainly not straightforward. Usually, the university in which students learn and the schools in which they will teach are distant. However, this research on the use of the case method shows how there might be, in addition to practicums, school experiences, and attachments, a pedagogic means of contextualising theory and practice within the university itself so as to effectively prepare students for their careers in schools. This study, serves as, an intervention project to assess the effect of using a case-method approach (Shulman, 1996) on one teacher education curriculum studies course. Cases were intended as exemplars and to provide opportunities for students to practice analysis and contemplate action (Merseth, 1996, p. 729). While the intervention took place with the full cohort of students taking the pre-service curriculum studies course, only one class of 19 student-teachers was asked to complete the reflective survey.

Two research questions were posed to guide the construction and implementation of this pre-service pedagogy. They are:

1. How far is it possible to help students of teaching to use their knowledge to make theory and practice connections though the study of cases on curriculum studies pre-service courses?

2. How far is it possible to teach values and dispositions through the study of cases on curriculum studies pre-service courses?

The case method was chosen because of its potential for enabling students of teaching to connect theory and experience (Merseth, 1996). Shulman notes that cases ‘draw their pedagogical power *from* theory without being *about* theory (1996, p.200) and that student-teachers have to ‘learn to move up and down, back and forth, between the memorable peculiarities of cases and the powerful generalizations and simplifications of principles and theories’ (1996, p.201). Additionally, Darling-Hammond argues that cases ‘link theory and practice in ways that theorize practice and make formal learning practical’ (2006, p.307). She notes the extensive use of cases on exemplary teacher education programmes. In her opinion, the study of cases is a pedagogy of teacher education particularly suitable for the 21st century as it reflects our understandings of the way knowledge is both situated and constructed (Lave & Wenger, 1991).

The cases used in the intervention pedagogy consist of samples of pupils’ school reading and writing and are literally brought from schools to the university. They, therefore, make visible, tangible, and personal the links between theory and practice and between the two contexts of school and university. The samples were sourced from schools on professional development courses or generated as part of research projects. Permission was sought to use the children’s work in teacher education, according to the usual ethical guidelines, and anonymity guaranteed for the schools, teachers, pupils, and parents.

The analysis of the examples of children’s reading and writing was guided by Shulman’s (1996) important considerations about what constitutes a case and what it exemplifies. However, out of this preparatory analysis of forty pieces of pupils’ reading and writing, very few were suitable. The difficulty lay in finding those examples which could fulfill the dual functions of exemplifying and contextualising some of the key concepts of the course, as well as enabling student-teachers to develop some of the skills, knowledge, values, and dispositions of teaching. The selected cases had to be *teaching* cases as well as *example* cases, enabling both a generalization to principle and the study of the detail of the particular. Once selected for use in tutorials, the samples were

anonymised by being typed out, and audio rather than video recording was used. They were, nevertheless, personalised through the use of pseudonyms.

In that the sample cases metaphorically bring children into the university, they personalise and situate learning in context (Shulman, 1992). However, as Shulman (1996) notes, the appreciation of experience cannot be constructed as knowledge without reflection. Darling-Hammond (2006) and Shulman (1996) both value the case method for its potential to encourage reflection. Additionally, according to Merseeth (1996), the study of cases is especially suitable for guiding student thinking towards reflection; therefore, the analysis of example cases may encourage the deepening of student-teachers' knowledge as well as the honing of their skills. In following this line of thinking, the cases for this research study, were constructed to provide opportunities for student-teachers to practise and analyse assessment and instructional strategies and enable them to make links to and evaluate theory. Moreover, the cases guide students to consider not only theory and practice but how they are connected, given the educational context of Singapore. The design of the pedagogy thus includes these questions to encourage reflection.

1. What can the child do on this task?
2. What difficulties does he/she experience on this task? Why do you think this might be?
3. What do you think the child's ideas and feelings are about this task?
4. What are your suggestions for future instruction for this child?
5. Referring to this experience and to your readings, consider the issues involved in using this assessment or teaching strategy in the lower primary classroom.

Discussion is an important means to reflection (Shulman, 1999). The guiding questions are intended, therefore, not only to encourage reflection, but debate. For Merseeth (1996) it is through dialogue that knowledge is constructed and theory/practice connections made. She therefore regards opportunities for discussion as an essential element of the case

method. As students engage in the study of the cases, they are thus given chances to use the professional language associated with teaching through which they have opportunities to connect experience with theory. This allows a shared metalanguage to develop which according to Loughran (2006) will assist reflection and make pedagogical reasoning explicit.

Moreover, Shulman (1992) notes the traditional use of cases in highlighting the ethics of a situation. In their educational use, he suggests that cases are 'embedded in contexts of application and emotion, of place and time' (p.7). It is consequently likely that because of the call on emotions their use might lead student-teachers into developing the appropriate values and dispositions of teaching. Guiding question three is designed to direct student-teachers' thinking to the child's point of view with the aim of encouraging their feelings of empathy.

To assess the effects of the pedagogy on student-teachers' learning, they were asked to complete a survey at the end of their course. Open-ended questions were designed to elicit student-teachers' comments and opinions on the use of both the sample cases and their textbooks. There was no attempt made to influence student-teachers' thinking by any discussion of the survey questions. The data was anonymized and first coded by line to identify themes (Charmaz, 2006). On a second reading of the data, thematic categories were identified and refined (Merriam, 1998). They are presented in Table 4. Discourse analysis was applied to the terms students used in referring to the children of the case studies.

Intervention

The sequence of teaching using the cases consists: preparation phase of front loading of theory. Before tutorials, students read about and prepare to discuss a theoretical perspective from their textbook following a reading guide. In addition, they read about an instructional or assessment practice which is underpinned by the theory. Primed with partial understanding of theory and knowledge about a practical strategy, a second learning experience phase in tutorial allows students to revise and clarify the instructional practice. Students then listen to or read the sample case of pupil reading or writing and analyse it by drawing on their three knowledge bases of the instructional or assessment practice, the theory,

and the school and socio-cultural context of Singapore (Twiselton, 2006). This phase of the tutorial moves between presentation and explanation, students' individual analysis, and small group discussion. The final phase of the pedagogy consists of reflection on the theory and practice which is achieved by means of small group and then plenary discussion. Students are thus able to evaluate the appropriateness and efficacy of the instructional or assessment practice for the context of Singapore.

Findings: Two examples of the pedagogy in practice

Two brief illustrative examples of the case-method pedagogy showing the second two phases—the learning experience and reflection phases, are given here. These phases of learning experience and reflection are structured around the aforementioned guiding questions.

Sample: Jason's reading aloud of a reading scheme book.

In this activity, student-teachers listen to Jason's reading aloud. He reads a reading scheme book designed to help children learn to read. The students note the inaccuracies or miscues in Jason's reading and use them to analyse the skills he implements and the knowledge he draws on in reading. This formative assessment tool is referred to either as taking a running record (Winch et al, 2010 p.141) or carrying out a miscue analysis (Goodman, 1996). As Winch et al state:

Miscues may be of a phonological-graphological, grammatical, semantic nature, and an experienced teacher can gain important information from the results on the reading achievement and skills of the reader concerned. Interpretation of the results is of major importance; just counting the errors is to short-circuit a complex reading process (Goodman, 1997). An analysis of each error is necessary (2010, p.141).

The analysis of Jason's reading is shown in Table 2. The bulleted points are those raised by student-teachers in their discussions. They show student-teachers observing, analysing and reflecting.

First, student-teachers' observations of the words Jason reads accurately and his application of the processes of inference and prediction show them drawing on theories about the reading process in discussing decoding and sight/sound correspondences as well as comprehension. They are calling upon their knowledge about how children learn languages. Second, their observations to the second guiding question revealed how student-teachers are led to consider a detailed focus on miscues. They discover the pattern to Jason's errors which concern his recognition of English tenses. Here, students apply their knowledge of Singapore's linguistic context and contrast Mandarin with English to arrive at the suggestion that Jason might be overusing reading strategies best applied to reading in Mandarin. The third question sees students deploying their broader knowledge of schools and assessment practices to understand how Jason might view the formative assessment task of the running record as summative assessment.

Sample: Nora's writing of a picture composition

Nora writes for a picture composition task designed by her school. In this case, pupils are asked to write a story of at least 120 words using some pictures as guide. The pictures are arranged in a numbered sequence. The final one indicates that pupils should create an ending for their stories. There are words boxed up underneath the pictures which include: television addict, forced, reluctantly, crept, midnight, continued, horror movie, disobedient, frightened and trembling. The analysis of Nora's writing is in Table 3.

Table 2. Jason's reading aloud of a reading scheme book

<p>1. What can the child do on this task?</p> <p><i>observation and analysis:</i></p> <ul style="list-style-type: none"> • Jason recognizes and reads common high frequency words, for example, numbers and “cat”, “fat”, “kids”. • He recognizes and reads the high frequency word “said.” • He recognizes and reads some disyllabic words, for example, “sandwich”, “yoghurt.” • He self-corrects at word and sentence level. • He uses knowledge of spoken language to infer and predict words. <p><i>reflection:</i></p> <ul style="list-style-type: none"> • Jason draws on his knowledge of spoken language to make sight sound correspondences.
<p>2. What difficulties does he/she experience on this task? Why do you think this might be?</p> <p><i>observation and analysis:</i></p> <ul style="list-style-type: none"> • Jason misreads verbs in the past continuous and irregular simple past. Although he recognizes some of the letters of these words, he does not decode. • He reads unfamiliar words incorrectly by using the initial consonant and then guessing the rest of the word, for example, “shiny” for “skinny”, “giraffe for griffin”, “like” for “look.” • His reading is 87.5% accurate which is below the appropriate instructional level of between 90% to 95%, given in Winch et al (2010, p.141). <p><i>reflection:</i></p> <ul style="list-style-type: none"> • Jason could be relying on the sight recognition strategies useful in his home language of Mandarin, rather than decoding by segmenting words according to their sounds. • He could be drawing on his knowledge of spoken SCE in which tense is not marked by morphology as it is in English (Ho, 2003).
<p>3. What do you think the child's ideas and feelings are about this task?</p> <p><i>observation and analysis:</i></p> <ul style="list-style-type: none"> • Jason completely skips two pages without self-correcting, suggesting that he is not reading for meaning but as if being tested. <p><i>reflection:</i></p> <ul style="list-style-type: none"> • This kind of formative assessment (running records) is not common in primary schools which favor summative assessment (Cheah, 1998). Jason is behaving as though this is a test.

Table 3. Nora's writing of a picture composition

<p>1. What can the child do on this task?</p> <p><i>observation and analysis:</i></p> <ul style="list-style-type: none"> • Nora infers character motivation from a series of pictures. • She writes an appropriately structured narrative. • She includes character feelings. • She uses dialogue. • She sequences and uses adverbials of time. • She spells high frequency words, for example, “then”, “the”, “go”, “sleep”, “see”, “to”, “out”, accurately. <p><i>reflection:</i></p> <ul style="list-style-type: none"> • Nora completes the task at text level using the appropriate genre.
<p>2. What difficulties does he/she experience on this task? Why do you think this might be?</p> <p><i>observation and analysis:</i></p> <ul style="list-style-type: none"> • Nora spells the past tense of watched “watch”. • She uses “have or have not” for “is there” and “dont heve” for “there is not”. • She uses social vocabulary, for example, “chang the story” for switching channels on the television, “gost come outthen” when describing the appearance of the ghost, “open” and “close” for switching the television on and off. • She spells multisyllabic words inaccurately, for example, “television” using variations such as “tilalvichan”, “telivichan”, and “tilivichan”.

- She use collocations such as “havri they” possibly for every day.

reflection:

- The spelling difficulty, for example “wacht” may be due to the use of SCE in which final consonants are often not sounded (Bao, 1998). This pronunciation of past tense is likely to affect spelling (Ho, 2003).
- “Have or have not” is a feature of SCE originating, perhaps, in Mandarin directly translated as “yǒu méi yǒu” (有没有) and “dont heve” as “méi yǒu” (没有).
- The spelling of “have” as “heve” reflects a common pronunciation in SCE in which /e/ is sometimes substituted for /æ/ (Hashim and Brown, 2000).
- The social vocabulary comes from SCE.
- Nora does not apply spelling rules but relies on knowledge of sounds to make correspondences. This is possibly because of her knowledge of the importance of sounds in Malay in which there is a more regular sight to sound correspondence than in English.

3. *What do you think the child’s ideas and feelings are about this task?*

observation and analysis:

- Nora can follow the task procedurally but her vocabulary and the task vocabulary are at different levels.
- The task expects academic vocabulary but Nora uses social vocabulary.

reflection:

- The vocabulary supplied in the task cannot be used because of the mis-match between Nora’s language and that expected by the task, for example, “television addict”.
-

First, student-teachers analyze the text from the point of view of genre, drawing on their knowledge of language to appreciate how Nora successfully manages aspects of the task, for example, creating coherence and writing dialogue. Second, student-teachers assess the difficulties revealed in Nora’s writing and determine that it is affected by the colloquial variety of English spoken in Singapore (Gupta, 1994) rather than school language, for example, her spelling of the past tense. Furthermore, when student-teachers contrast Nora’s home language of Malay with English, they determine that the spelling strategies she applies may be from her knowledge of writing in Malay and cause her to use spelling by sound strategies more than applying the spelling rules which would make her writing more efficient and accurate in English. Third, students begin to ‘think like teachers’ in their analysis of the materials as they realize that Nora is unable to access the potential scaffolding in the helping words given for the task, which, it seems, she is unable to read.

One unanticipated benefit of the case method was that as a few samples of children’s reading and writing were employed throughout this course, they became points of contextualised reference and conceptual anchor points within the course. As each case built on the next, student-teachers came to understand the processes of children’s development of English in Singapore. Through careful analysis, reflection, and contrastive linguistics, they realised similarities in the children’s experiences. For example, by taking into account the difficulties both Jason and Nora have with

tense in English, students appreciated how children in Singapore approach the complex task of learning English in relation to other languages. Student-teachers also reflected on the idea that an individual child’s writing development and consequent instruction might not be neatly categorised according to the textbooks, especially when it is an aspect of multilingual development. Their experience of the cases of Nora and Jason, among others, made evident that teacher expertise and professional knowledge of both theory and practice is needed to read an individual child’s writing and so plan appropriate instruction to develop each child’s potential.

Thus, student-teachers’ discussion of the cases shows them taking the opportunities provided by the examples and the guiding questions to apply observational, analytic, and reflective skills to relate observations of practice to their theoretical knowledge of reading and writing processes and children’s linguistic development in English and other languages. Thus, they make theory/practice links through the experiences provided by the cases which act as a context for both theory and practice (Merseeth, 1999). How self-aware student-teachers are of these learning processes and how far the case method achieves the aim of developing values can be best seen in a thematic analysis of student-teachers’ reflections discussed in the next section.

Table 4. Student-teachers' reflections by theme

Themes	Sub themes	Frequency
context		33
	local	11
	authentic	12
	holistic	1
learning		19
	relevant	7
	effective	6
	enable reflection	1
	interesting/engaging	3
	practical	2
theory		12
	link appropriate theory	8
	specific theories mentioned	4
practice		13
	teaching strategies mentioned	5
	practice	2
	future orientation to the classroom/profession	6
children		10
	insight into children	2
	children's individual needs	3
	children's linguistic diversity	5

Table 5. Terms used by student-teachers to refer to the children of the sample cases

Cases	Terms used	Frequency
personalized		21
	pupils	1
	children	9
	students	4
	the pseudonyms	5
	Singaporean children/kids	2
non-personalized		3
	the examples/samples	3

Findings: Student-teachers' Reflections on the Pedagogy

At the end of the course, one group of 19 student-teachers were invited to complete an open-ended survey to reflect on their learning experiences using the case-method pedagogy. All consented to the anonymous use of their written responses. The students were all very positive about the pedagogy in their reflections, within which emerged themes centring on their own learning, the local context, the application of theory to practice, professionalism, and the experience of children. These are shown in Table 4.

Discussion

First, the survey data showed student-teachers reflecting on their own learning, providing evidence for researchers' opinions that the use of the case method would prompt reflection through discussion (Darling-Hammond, 2006; Merseth, 1996; Shulman, 1996). In general, comments were that this pedagogy "felt different" and "had a bigger impact." Students wrote about enjoyment and interest, while some noted their improved learning and motivation because the examples were "relevant and meaningful." The quotations below by Daisy and Valerie show students' attention to and awareness of their learning in the processes of understanding, connecting, relating, and analysing.

In the textbook, it is very general and of overseas context, thus some of the points we won't be able to apply it in our local context. Thus, by using a local children text, I am able to connect and relate it better which will help and benefit my future teaching career. (Daisy)

This learning was definitely different from textbook examples. Being given a chance to do analysis of these real-life examples has helped me to remember learning points more easily. Using the text samples also allow for the application of theories and concepts which help in content retention too. (Valerie)

See also Brian below.

Second, there were, in total, 33 mentions of the contextualisation provided by the cases (Twiselton, 2006; Arlin, 1999; Collinson, 1999). This was, therefore, a significant feature for student-teachers. They commented on the localisation, immediacy, and authenticity, often using the adjective “real”, for instance, “real-world”, “real-life”, “real issues”, and “real children.” The quotations show the student-teachers’ perception of the beneficial effect of the contextualisation on their learning. They were positive about the textbooks used but pointed out the limitations in exemplifying the theory/practice connection, preferring local, relevant examples. However, this preference in itself is a useful finding as it does show that student-teachers were becoming aware that theories and practices with children’s language and literacy development demonstrated in alternative settings have to be reflected upon, evaluated, and adapted before they are adopted in order to teach appropriately in this socio-cultural and policy context of Singapore.

I’ve learned that spoken language is the foundation of language and has a huge influence on the way Singaporean kids write. The learning has a bigger impact on me than by means of the textbook as I can relate more to the local context. (Patrick)

The writing about Haikel, Sue, and Esther and the reading of Griffin the school cat were very relevant to our course, especially because they are real-life examples. Furthermore, they are authentic data produced by Singaporean children, so in that sense it is very contextualised for our learning. This is much better than the examples given in the course texts because the course texts do not provide examples of Singaporean children, which would have been good exposure to us as we are going to be teachers of Singaporean children in the future. (Elizabeth)

Third, 12 student-teachers took the contextualisation as a starting point to mentioned theory and the opportunities provided by the cases to apply theoretical knowledge to the examples of children’s reading and writing (Darling-Hammond,

2006; Shulman, 1996). An example is provided by Zubaidah.

Although the textbook has a lot of content, I feel the examples are definitely meaningful in showing how students in Singapore write/read. The examples are actual examples and their use is encouraged for student-teachers to better comprehend reading/writing abilities. I feel it makes learning more holistic than just the textbook. And, we can use the theories from the textbook to apply to the examples. (Zubaidah)

Some mentioned specific theories, illustrating superior learning of these theories when positioned in a context. They alluded to the stages of children’s spelling development, theories of multilingualism, spoken language as foundational for children’s development of literacy, and the influence of spoken language on spelling, all of which are concepts taught on the course.

Additionally, 13 students suggested that they were able to use the experiences provided by the case studies to connect to pedagogic theory, illustrating the bidirectional process noted by Darling-Hammond (2006) and Shulman (1996) of theory to practice and practice to theory links. Therefore, not only were student-teachers learning knowledge necessary for teaching in the multilingual primary school but they were becoming reflectively aware of the necessity of connecting theory with practical skills. Examples from the survey are:

The children’s writing and reading aloud gave first-hand experience of what to expect in the classroom. It provided an opportunity to link theory to practice and reflect on ways to incorporate theory in the class. (Michael)

Examples expose us to what to expect when we enter the teaching field. Examples provide us with the materials to understand and analyse concepts learnt in class. Explanations and discussion thereafter help consolidate thoughts and bring in theories. (Brian)

They are real life examples and I find it good that we are able to analyse the writings and come up with strategies to help the students who wrote them. These examples are different to the ones in the textbook and they provide me with insights on how students in Singapore write. (Atikah)

Some made explicit mention of teaching and assessment strategies examples, most often suggesting how these should be appropriate to the individual children of the cases confirmed by Mary and Catherine as stated below.

A fourth and unexpected finding was that in recognising the contextualisation of the cases, the student-teachers revealed a future orientation to their profession, apparently catalysing a professional disposition or identity (Lunenberg et al., 2007). The personalisation and contextualisation provided by the case method, therefore, suggests an effect on student-teachers' attitudes and seems likely to encourage the development of their ability to 'think like teachers' as well as the professional values considered necessary for the 21st century (NIE, 2009). One student wrote:

From these examples, I have learnt about real issues that I will face (and have to prepare myself for) in a typical classroom in a Singapore school. For instance, the fact that children are raised in a bilingual/multilingual family and society will affect their use and learning of the English language in many ways. I have also learnt how I should take what I have learnt from readings and theories, then apply it to the multilingual/bilingual local context. This learning is different from the textbooks as the textbooks provide examples of children who are monolingual, which is probably quite rare in the current Singapore society as children have to learn at least two languages. (Melissa)

The fifth finding concerns the way student-teachers reflected on their experiences of children gained through this approach. Given the situation in Singapore where student-teachers do not have much personal experiences with children, the terms they used to refer to the children of the cases shows how they personalised and "imagined"

children. Only three students referred to the cases in the abstract without any personal reference; the others used the children's pseudonyms, indicating a personal connection, terms such as pupils or students, referencing education, and children and kids, recognising a specific stage of life. When writing about the children in their responses to the survey, some student-teachers also demonstrated a future orientation; one wrote about the "deep insight on prospective children" gained. Furthermore, they considered children's learning needs and wrote in terms of learning how to "help" with the learning issues pupils face. Some examples of their comments follow.

Haikel, Sue, Esther, and Griffin the school cat are very relevant to the local context. From these examples I learnt more about the issues that Singaporean children face in reading and writing. (Deanna)

These examples are good such that they allow us to understand and have a clear idea of how different children write. They are very real-life examples. Textbooks are more theory-based. (Wan Ting)

These examples give me an idea of how different students can be, even though they are at the same academic level, for example, primary one. (Jing Wen)

I have learnt that different pupils have different learning needs and they have to be addressed properly with different methods of teaching. Through these examples I have a clearer idea of the typical ways in which pupils write and from there, try to think of strategies to improve on these respective areas. It is better for me to understand rather than just using examples from the textbooks as the examples are authentic and more relevant to the Singapore context. (Mary)

From Haikel, Sue, and Esther's examples, I learnt about their stages of spelling development, the common mistakes children make in their writing, as well as strategies I could use to help them with their learning gaps. (Catherine)

Some student-teachers specifically commented on linguistic diversity, illustrated by Melissa's comment above. Their recognition of pupil diversity and needs coupled with a future orientation suggest an emerging confidence in their roles and abilities as teachers with the subsequent emergence of the belief that all children can learn (NIE, 2009)

Thus, students' comments show evidence of their appreciation of diversity and their commitment to nurturing the potential in each child according to their individual needs through appropriate instruction. However, apart from valuing of diversity and commitment to nurturing children's potential, it is not clear from their reflections what other values and dispositions student-teachers are developing or whether, in fact, they are being developed at all through the process of the pedagogy. It seems as if the reflections show an awareness of the more 'practical' values of the recognition of diversity and nurturing children's potential and little evidence of the more "emotional" values of empathy (Shulman, 1992). Perhaps student-teachers find it appropriate to call on professional identities rather than personal ones (Lunenberg et al., 2007) It is possible that students did not discuss ethics in their reflections because values were not foregrounded explicitly during the course; rather, they were expected to inform a standpoint and judged to be there if the appropriate view was evident during class. As a result of this type of teaching students might not have the professional vocabulary with which to discuss values as (Lunenberg et al., 2007). It is equally possible that feelings such as empathy, while intense when experienced, diminish and thus, students had forgotten them by the time of the survey. It is important to establish through future research how far morals may be absorbed merely through participatory experiences, example, and reflection or whether explicit teaching is necessary to contextualise values as well as theory and practice. It may be that different values, attitudes, and dispositions require different teaching approaches.

Conclusion and Recommendations

This study has found how the situated design and implementation of a case-method pedagogic intervention was effective in enabling student-teachers to learn the knowledge and skills of teaching

reading and writing in the lower primary school in multilingual Singapore. These knowledge and skills include reflective, evaluative, and analytic skills (Arlin, 1999; Berg 2010; Collinson, 1999; Freeman & Johnson, 1998; Twiselton 2006) as well as knowledge of language and contrastive linguistics (Bernhardt, 1994; Koda, 2005).

In addition, most significantly, it was shown that the contextualisation achieved by using the case-method pedagogy enabled student-teachers to make links from theory to practice and vice versa (Cheng et al, 2012; Allen 2009; Darling-Hammond, 2006; Liston et al, 2006; Shulman, 1996) through reflection and discussion. In their reflections, student-teachers showed awareness of positive effects of the pedagogy on their learning; they valued making the links between theory and practice, policy, and social educational context for their learning and their professional futures. From the perspective of course design, the use of multiple cases throughout the course had the unexpected, added benefit of providing conceptual anchor points which could be referenced in teaching. The study also showed how the use of cases can make international teaching materials relevant to a local setting and therefore how to make the best use of the valued aspects of imported textbooks.

For student-teachers, the personalisation of children achieved through the details of cases was just as important as the localisation and just as effective pedagogically. All except three student-teachers imagined children and thought in terms of increasing understanding of them. Student-teachers recognised children's diverse needs and stated a commitment to nurturing their potential through the use of appropriate teaching strategies (NIE, 2009). Concomitant was their belief that all children can learn (NIE, 2009), which was demonstrated through their increased understanding of the multilingual environment and the effects of a spoken home mother-tongue language on children's learning of English. These two beliefs appeared to be supported by confidence in their developing professionalism. This was observed in their future-orientation to the profession, another unanticipated benefit of the pedagogy. Students, however, did not show empathetic feelings in their reflections beyond their mention of deep insights and a desire to help children in their learning. This is although they had the

opportunity to acquire the values and dispositions of teaching through guiding question number three.

The pedagogic recommendations of the study are that the case-method approach can be a very effective means of teacher education when implemented with opportunities for discussion and recommendation. Cases have to be carefully selected in order to achieve contextualization and personalization. They can be placed in a conceptual sequence at significant points in a course to increase their positive effects. Cases could be used more widely, but it is acknowledged that all aspects of selection, design, and implementation are more time-consuming than lecturing or reading a textbook section. Moving forward, future research on pedagogies for teacher education could include the case method, in particular, how cases may be designed to assist student-teachers in developing the more “emotional” values linked to personal identities. This kind of research may also find the appropriate metalanguage which would greatly assist in the reflection and discussion process of values clarification.

More broadly, this research into the process of design, implementation, and reflection on a situated case-method pedagogy for the education of teachers of English may provide a framework for other multilingual societies. The research has shown the relevance of international educational theorising and practice for pedagogy, but it has also shown how this may be applied in consideration of the particular socio-cultural, linguistic, textual and educational features of a local context through the case method.

• • •

References

- Allen, J. M. (2009). Valuing practice over theory: How beginning teachers re-orient their practice in the transition from the university to the workplace. *Teaching and Teacher Education*, 25, 647-654. <http://dx.doi.org/10.1016/j.tate.2008.11.011>
- Arlin, P.K. (1999). The wise teacher: A developmental model of teaching. *Theory into Practice*, 38, 112-117. <http://dx.doi.org/10.1080/00405849909543825>
- Bao, Z. (1998). The sounds of Singapore English. In J. A. Foley, T. Kandiah, Z. Bao, A. Gupta, L. Alasagoff, C. L. Ho, C. J. W.-L. Wee, I. S. Talib & W. Bokhorst-Heng (Eds.), *English in new cultural contexts: Reflections from Singapore* (pp. 152-174). Singapore: Singapore Institute of Management, Oxford University Press.
- Berg, J. H. (2010). Constructing a clear path to accomplished teaching. *Theory into Practice*, 49(3), 193-202. <http://dx.doi.org/10.1080/00405841.2010.487754>
- Bernhardt, E. B. (1994). A content analysis of reading methods texts: What are we told about the nonnative speaker of English? *Journal of Reading Behaviour*, 26(2), 159-189. <http://dx.doi.org/10.1080/10862969409547844>
- Buckingham, D. (1994). Media Education: The Limits of a Discourse. In B. Steirer & J. Maybin (Eds.), *Language, Literacy and Learning in Instructional Practice* (pp. 30-40). Clevedon: Multilingual Matters in association with the Open University.
- Cervetti, G., Damico, J, & Pearson, D. P. (2006). Multiple literacies, new literacies and teacher education. *Theory into Practice*, 45(4), 378-386. http://dx.doi.org/10.1207/s15430421tip4504_12
- Channel News Asia. (2010). *Average size of Singapore household shrinks*. Retrieved December 13th, 2010, from <http://www.channelnewsasia.com/stories/singaporelocalnews/view/1084261/1.html>
- Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis*. London; Thousand Oaks, CA: Sage.
- Cheah, Y. M. (1998). The examination culture and its impact on literacy innovations: The case of Singapore. *Language and Education*, 31(2), 192-209. <http://dx.doi.org/10.1080/09500789808666748>
- Cheah, Y. M. (2003). English language teaching in Singapore today. In W. K. Ho & R. Y. L.

- Wong (Eds.), *English language teaching in East Asia today: Changing policies and practices* (pp. 351-374.). Singapore: Eastern Universities Press.
- Cheng, M. M. H., Tang, S. Y. F., & Cheng, A. Y. N. (2012). Practicalising theoretical knowledge in student-teachers' professional learning in initial teacher education. *Teaching and Teacher Education*, 28, 781-790. doi:10.1016/j.tate.2012.02.008
- Chew, G. P. (2005). Change and continuity: English language teaching in Singapore. *Asian EFL Journal*, 7(1). http://www.asian-efl-journal.com/march_05_pc.php
- Collinson, V. (1999). Redefining teacher excellence. *Theory into Practice*, 38(1), 4-11. <http://dx.doi.org/10.1080/00405849909543824>
- Darling-Hammond, L. (2006). Constructing 21st-century teacher education. *Journal of Teacher Education*, 57(3). doi:DOI: 10.1177/0022487105285962
- Fernandez, M. L. (2010). Investigating how and what prospective teachers learn through microteaching lesson study. *Teaching and Teacher Education*, 26, 351-362.
- Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), 397-417. <http://dx.doi.org/10.2307/3588114>
- Genesee, F., Geva, E., Dressler, C., & Kamil, M. L. (2006). Synthesis: Cross-linguistic relationships. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 153-176). Mahwah, NJ: Lawrence Erlbaum Associates.
- Goodman, K. (1996). Preface. In J. Brown, K. Goodman & A. M. Marek (Eds.), *Studies in miscue analysis: An annotated bibliography* (pp. iv-ix). Newark, Delaware: International Reading Association.
- Gregory, E., & Kenner, C. (2003). Becoming Biliterate. In N. Hall, J. Larson & J. Marsh (Eds.), *Handbook of Early Childhood Literacy* (pp. 75-84). London: SAGE Publications Ltd. <http://dx.doi.org/10.4135/9781848608207.n15>
- Gupta, A. F. (1994). *The step-tongue: Children's English in Singapore*. Clevedon: Multilingual Matters.
- Hashim, S. Bte., & Brown, A. (2000). The [e] and [æ] vowels in Singapore English. In A. Brown, D. Deterding & E. L. Low (Eds.), *The English Language in Singapore: Research on pronunciation*. Singapore: Singapore Association of Applied Linguistics.
- Ho, M. L. (2003). Past tense marking in Singapore English. In D. Deterding, E. L. Low & A. Brown (Eds.), *English in Singapore: Research on grammar*. Singapore: McGraw-Hill Education (Asia).
- Hoban, G. (1997). Learning about learning in the context of a science methods course. In J. Loughran & D. Russell (Eds.), *Teaching about teaching: purpose, passion, and pedagogy in teacher education* (pp. 133-149). London: Falmer Press.
- Koda, K. (2005). *Insights into second language reading: A cross-linguistic approach*. Cambridge: Cambridge University Press.
- Korthagen, F., & Kessels, J. (1999). Linking theory and practice: changing the pedagogy of teacher education *Educational Researcher*, 28(4), 4-17.
- Krashen, S.D. (1989). *Language acquisition and language education: Extensions and applications*. (2 ed.). New York: Prentice Hall International.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge: Cambridge University Press.
- Liston, D., Whitcomb, J., & Borko, H. (2006). Too little or too much: Teacher preparation

- and the first years of teaching. *Journal of Teacher Education*, 57(4), 351-358. <http://dx.doi.org/10.1177/0022487106291976>
- Loughran, J. (2006). *Developing a pedagogy of teacher education: understanding teaching and learning about teaching*. London: Routledge.
- Loughran, J., & Russell, D. (2007). Beginning to understand teaching as a discipline. *Studying teacher education*, 3(2), 217-227.
- Lunenberg, M., Korthagen, F., & Willemse, M. (2007). Value-based teacher education: the role of knowledge, language, and golden moments. In D. Russell & J. Loughran (Eds.), *Enacting a pedagogy of teacher education: values, relationships and practices* (pp. 166-181). London and New York: Routledge.
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco: John Wiley and Sons.
- Merseth, K. (1996). Cases and case methods in teacher education. In J. Sikula (Ed.), *Handbook of research in teacher education* (pp. 722-744). New York: Simon and Schuster.
- Ministry of Education. (1991). *English language syllabus*. Singapore: Curriculum Planning and Development Division, Ministry of Education, Singapore.
- Ministry of Education. (2000). *English language syllabus*. Singapore: Curriculum Planning and Development Division, Ministry of Education, Singapore. <https://www.moe.gov.sg/education/syllabuses/english-language-and-literature/>
- Ministry of Education. (2009). *English Language Syllabus 2010: Primary and Secondary (Express/Normal[Academic])*. Singapore: Curriculum Planning and Development Division, Ministry of Education, Singapore. <https://www.moe.gov.sg/education/syllabuses/english-language-and-literature/>
- Ministry of Education. (n.d.). Singapore education milestones 2004–2005. Retrieved August 31, 2008, from <http://www.moe.gov.sg/about/yearbooks/2005/>
- Moll, L. C., & Dworin, J.E. (1996). Biliteracy development in classrooms: Social dynamics and cultural possibilities. In D. Hicks (Ed.), *Discourse, learning and schooling* (pp. 221-246). Cambridge: Cambridge University Press. <http://dx.doi.org/10.1017/cbo9780511720390.008>
- National Institute of Education. (2009). *A teacher education model for the 21st century: A report by the National Institute of Education*. Singapore: National Institute of Education.
- Shanmugaratnam, T. (2002). Speech by Mr. Tharman Shanmugaratnam, Senior Minister for Trade and Industry & Education, at the Tamil Murasu Most Inspiring Tamil Teacher Award 2002 on Sunday, 13 October, 2002 at 3:15 pm. Retrieved from <http://www.moe.gov.sg/media/speeches/2002/sp14102002.htm>
- Shulman, L. S. (1992). Towards a pedagogy of cases. In J. H. Shulman (Ed.), *Case methods in teacher education* (pp. 1-30). New York and London: Teachers College.
- Shulman, L. (1986). Paradigms and research programs in the study of teaching: A contemporary perspective. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 3-36). New York: Macmillan.
- Sripathy, M. (1998). Language Teaching Pedagogies and Cultural Scripts: The Singapore Primary Classroom. In S. Gopinathan, A. Pakir, W. K. Ho & V. Saravanan (Eds.), *Language, Society and Education in Singapore: Issues and trends*. (2 ed., pp. 269-280). Singapore: Times Academic Press.
- Thang, L. L. (2005). Private matters, public concern: Procreation issues in Singapore. *The Japanese Journal of Population*, 3(1), 76-108.

- Tompkins, G. E. (2014). *Language arts: Patterns of practice* (8th ed.). Upper Saddle River, New Jersey: Pearson.
- Twiselton, S. (2006). The problem with English: The exploration and development of student-teachers' English subject knowledge in primary classrooms. *Literacy*, 40(2), 88-96. <http://dx.doi.org/10.1111/j.1467-9345.2006.00437.x>
- Winch, G, Ross Johnston, R, March, P, Ljungdahl, L, & Holliday, M. (2010). *Literacy: Reading and writing and children's literature* (4th ed.). Melbourne: Oxford University Press.

Impact of Teacher Training Programs on Prospective Teachers' Professional Attitude

Wint Wah Wah Tun

Basic Education High School No(6) Bago, Myanmar

Nu Nu Nyunt

Yangon University of Education, Myanmar

Abstract

The study investigated the professional attitude of prospective teachers. Then, to examine the impact of teacher training programs on the development of prospective teachers' professional attitude is of next interest. Design of this study is cross sectional in nature. Quantitative perspective was used in this study. Questionnaire survey method was used to measure the professional attitude of prospective teachers. This study was conducted at Yangon University of Education (YUOE) and Sagaing University of Education (SUOE), Myanmar. Simple random sampling technique was used in this study. A total of 639 prospective teachers attending at the first year to final year classes of Bachelor of Education (B.Ed) program participated in this study. Attitude Scale towards Teaching Profession (ASTTP) developed by Hussain (2004) was used as the research instrument. Alpha reliability for ASTTP revealed at .827. In this study, 49.3% of participant prospective teachers were found to have positive professional attitude. Gender related difference was not found to be on the prospective teachers' professional attitude. It was found that there was significant difference among professional attitude of prospective teachers across level of education as well as satisfaction to training program and practice teaching experiences.

Keywords:

Professional attitude, gender, level of education.

Authors' Notes

Correspondences regarding this paper should be directed to Wint Wah Wah Tun at email nannkhamyusann@gmail.com or Nu Nu Nyunt at email nyuntnn@gmail.com

Introduction

Importance of the Study

Attitude which is developed towards a profession is the most important indicator of success in that

profession. If an individual does not like his or her profession, he or she may not practice it successfully (Terzi & Tezci, 2007). Today, the requirements of teaching profession have been increasingly changing. Unlike other professions, teachers are generally loaded with many expectations from society (Punch

& Tuetteman, 1996). In order to meet the challenging demands of the profession, teachers are expected to perform their responsibilities with great effort and positive attitude towards their profession.

Currently, in Myanmar, everyone who passes with high score in their matriculation examination can join the Universities of Education. Thus, prospective teachers are selected in accordance with their academic qualifications and without considering much about their attitudes towards the teaching profession. Since attitudes are overlooked while choosing students for the Universities of Education in Myanmar, the professional attitude of prospective teachers towards the teaching profession in their teacher training program is needed to be explored. In addition, although a number of studies focused on the attitude of prospective teacher towards profession, very few studies placed emphasis on the importance of teacher training program in the attitude development of prospective teachers. This study is a humble attempt to fill research gap in this specific area.

Literature Review

General Concept of Attitude

Kağıtçıbaşı(1999) asserted that attitude is a tendency attributed to the individual, which forms his thoughts, feelings, and behaviors about a psychological object. Psychologists generally agree that attitudes are not innate; rather they are learnt and are enduring like all other learning (Hussain, 2004). In other words, attitudes can develop through learning. The term “learning,” in fact, is as inclusive of formation, change, modification, and development of attitude (Woolfolk, 1998).

Professional Attitudes in Teaching

Attitude can be learnt in a society through schooling or from training and through varied forms of interactions with others. Perhaps, the biggest difference of teaching profession from other professions is that the affective dimension directly and significantly affects success (Eraslan & Cakici, 2011). Teaching is a profession that requires cognitive qualifications such as knowledge and skills as well as affective qualifications like attitudes and

behavior. According to Chan (2005), the superiority of the teaching profession is not only governed by the prerequisite information and proficiency competence of teachers but also their eagerness, dedication and commitment in teaching. Besides being furnished with professional knowledge, teachers are also expected to have positive attitudes towards their profession for professional success and satisfaction.

Basically, teacher’s attitudes towards their profession have an effect on their performance, as well as on commitment to their roles and responsibilities. If the teacher has a positive attitude, they will not dishonor the name of their profession and will be proud of serving as a teacher. Moreover, they enjoy and dedicate themselves to this profession. And, they are aware that it is socially necessary and important (Temizkan, 2008). That is to say, teachers’ positive attitudes towards their profession have a great importance in fulfilling the requirements of the profession and bringing along professional contentment (Terzi & Tezci, 2007).

Prospective Teachers’ Professional Attitude

Maheshwari (2014) defined that prospective teachers are those who are undergoing training or studying to become teachers. After accomplishing their training programs, prospective teachers have to take the responsibilities and professional functions as teachers and they may encounter many challenges in their workplace. Teaching profession, in its nature, is very demanding. In order to be successful in teaching profession, it is crucial for the prospective teachers to accept this profession unconditionally and work lovingly and willingly, that is, prospective teachers should have positive attitudes towards their profession.

Role of Teacher Training in Attitude Change

Thus, teacher training programs are crucial in shaping the professional attitude of prospective teachers. The process of education involves the change in attitudes. It means that attitude change is constantly occurring as a result of the learning of the individual and situational influences.

Bloom (1971) described that to teach any concept, principle or theory is not only for its comprehension, but also for an attitude change. To achieve some deliberate changes in attitudes, it appears

possible to communicate directly with individuals by talk, in classes, and workshops by manipulating the situation through the social groups, group norms, and structures. The important way of alternating attitudes is to alter the individual's concept of object. In the teacher education setting, training received during prospective teachers' undergraduate studies is of particularly great importance since teachers obtain most of their qualifications regarding their profession in this period.

Since our society needs well-trained and professionally sound teachers, a lot of responsibility falls on teacher training institutions (Hussain, 2004). The teacher training institution should make painstaking efforts to equip the prospective teachers not only with teaching skills, but with the positive professional attitude.

Teacher training is of great significance in the formation and development of prospective teachers' professional attitude as their professional attitude can be learned like all other attitudes (Can, 1987). In their undergraduate studies, prospective teachers develop values and attitudes related to the profession along with training programs (Lašek & Wiesenbergovala, 2007). So, teacher training programs should give priority to the development of professional attitudes and skills.

Oral (2004) indicated some significant differences among the attitudes of the students who enrolled in the Faculty of Education while considering the profession of teaching according to gender, the order of the program they attended in the preference list, and the reason for choosing the profession of teaching.

Üstüner, Demirtaş, and Cömert (2009) investigated the attitudes of 593 prospective teachers towards teaching profession according to variables including their gender, the type of the department/program they study, the order of the program in the UEE (University Entrance Examination) preference list, the socio-economic status (SES) of the neighborhood and family they live in, the grade they attend, type of schooling, and the reasons for choosing teaching profession. They found females' attitudes towards the profession more positive than males. In addition, significant differences were observed according to the type of the department/program they study, the

order of the program in the UEE (University Entrance Examination) preference list, and the socio-economic status (SES) of the neighborhood, the reasons for choosing teaching profession, and family they live in.

Contradictorily, Erdem and Anılan (2000) determined that although statistically significant difference was found in those who had preferred the teaching profession in the top five, no statistically significant difference was found in terms of gender and year of study. Capa and Cil (2000) also revealed that gender was not related to the pre-service teacher's attitude towards teaching profession.

Saran (1975) found in his study that the attitude of prospective teachers towards the teaching profession was positive and the level of education was positively related to the degree of attitude towards the teaching profession. Hosgorur, Kilic and Dundar (2002) found a positive relation between class levels and attitude, in that, when class levels increased, pre-service teacher's attitude towards the teaching profession also increased.

From findings of these previous researches, it can be concluded that class level and training period may have an impact on the professional attitude of prospective teachers. Therefore, these factors became the research interest in this study. Moreover, these aforementioned studies revealed that some other variables in teacher training programs such as training period, satisfaction to program, practice teaching, etc. had an impact on the attitude of prospective teachers. Although there were a number of studies related to prospective teachers in Myanmar, most of them fail to explore the factors in teacher training programs that have effect on attitude development of prospective teachers. Thus, research interest increased to study whether teacher training program has a significant role in developing positive attitude towards teaching profession.

Purpose of the Study

The main objective of the research is to investigate the impact of teacher training program on the development of the professional attitude of prospective teachers.

For the purposes of empirical exploration, the research questions motivating this study are expressed as follows:

Research Questions

1. What are the differences in prospective teachers' professional attitude between two institutions?
2. Is there any difference in prospective teachers' professional attitude by gender?
3. What are the differences in prospective teachers' professional attitude according to level of education?
4. Is there any difference in prospective teachers' professional attitude according to satisfaction to the program?
5. Is there any difference in prospective teachers' professional attitude by practice teaching experiences?

Methodology

The study is cross sectional in nature. Quantitative perspective was used in this study. Questionnaire survey method was used to measure prospective teachers' professional attitude.

Sample of the Study

Simple random sampling technique was used in this study. Two Universities of Education: Yangon University of Education (YUOE) and Sagaing University of Education (SUOE) were purposefully selected for this study. A total of 639 prospective teachers attending at the first year to final year classes of B.Ed program participated in this study. Among the sample, 324 (50.7%) were female and 315 (49.3%) were male. From the point of class level, 20.3% of participants were chosen from first year, 21.1% from second year, 18.9% from third year, 18.9% again from fourth year and the rest 20.7%, final year.

Instrument

The attitude Scale towards Teaching Profession (ASTTP) developed by Hussain (2004) was used in this study. This questionnaire consists of 66 items related to four subscales, namely, ideology, personal traits, commitment and perception. Each sub-scale was coded by using a five-point likert scale, with 1 = "strongly disagree" to 5 = "strongly agree". ASTTP questionnaire developed in English was translated into Myanmar version. In order to investigate the impact of teacher training program, relevant information was gathered from literature review and a 20-item checklist was prepared under the guidance of the supervisor.

After preparing the instrument, expert review was conducted for face validity and content validity by 12 experts who have sound knowledge in the field of Educational Psychology. The instrument was reviewed by ten experts from Educational Psychology Department, one retired expert from Educational Psychology Department of Yangon University of Education and one retired expert from Educational Psychology Department of Sagaing University of Education. Next, revisions in item length, and the wordings of items were made according to supervision and editorial review of these experts.

Pilot study was done with a sample of 52 prospective teachers (male 25, female 27) from Yangon University of Education to test whether the wording of test items had clarity or not and items were appropriate, comprehensive and relevant to the prospective teachers. Internal consistency reliability of the whole scale of ASTTP revealed as .827. This Cronbach's alpha value indicated that Attitude Scale towards Teaching Profession (ASTTP) has high reliability to measure the prospective teachers' professional attitudes. Then, the questionnaire items were revised according to pilot testing results.

Attitude towards teaching profession of prospective teachers was identified as three types such as positive attitude, ambivalent attitude and negative attitude. Participants who scored less than 25th percentiles were identified as having negative attitude towards the profession, the ones whose scores lied between 25th and 50th percentile were classified as attitudinal ambivalent group and those whose scores were higher than 50th percentile were referred as having positive attitude towards teaching profession.

Table 1. Standard Z scores for Attitude Scale towards Teaching Profession

<i>Attributes</i>	<i>No. of Items</i>	<i>Z scores</i>
Ideology	16 items	-1.1E-07
Personal Trait	16 items	-3.9E-06
Commitment	18 items	4.1E-07
Perception	16 items	1.6E-15

Table 2. Comparison of the Prospective Teachers' Professional Attitude between Two Universities

Attribute	YUOE	SUOE	t	p
	(SD)	(SD)		
ASTTP	249.11 (18.74)	248.61 (19.25)	-0.21	0.99

Note: The standard deviations (SD) are enclosed in parenthesis.

Results and Discussion

By applying Attitude Scale towards Teaching Profession (ASTTP), differences in professional attitude of prospective teachers were examined at two Universities of Education. In addition, differences between Universities and gender related difference were investigated. In order to explore the impact of teacher training programs, the other influencing factors such as level of education, satisfaction to the program, practice teaching experiences on attitude development of prospective teachers were further examined.

Professional Attitude of Prospective Teachers

Among the four sub-scales, the standard score of participant students was highest on commitment sub-scale (see Table 1). It can be interpreted that most of the participants had a desire to devote themselves to the profession. In other words, most prospective teachers in this study valued their profession and can be expected to dedicate themselves in this profession for long time after they have accomplished the training program.

Ideology sub-scale ranks second among the four sub-scales of professional attitude. It can be

interpreted that most of the participants had favorable attitude towards the profession, based on the theoretical understanding of the professional ethics and responsibilities that they have to perform as a teacher. This inference may be due to the fact that the prospective teachers in this study were provided with the opportunities to study the philosophical and theoretical concepts in their educational courses that can lead them to constructing and developing their ideological aspects of attitude.

Then, the standard score of prospective teachers was found to be lowest on personal trait sub-scale. It can be due to the fact that most participant students possessed personal traits that need to be modified in order to be able to perform personal duties and responsibilities of a teacher with more favorable attitude. Thus, it can reasonably be said that more learning opportunities should be provided to the prospective teachers so as to understand the personal duties, responsibilities, and personal traits of a class teacher.

On the institution level, the mean scores of participants from YUOE were found to be nearly identical to those of SUOE (see Table 2). The mean score of participant prospective teachers from YUOE

Table 3. Gender Related Difference on Attitude Scale towards Teaching Profession (Male=315, Female=324)

<i>Attribute</i>	\bar{X}_M (<i>SD_M</i>)	\bar{X}_F (<i>SD_F</i>)	<i>t</i>	<i>p</i>
ASTTP Total (66 items)	249.02 (20.38)	249.19 (17.55)	-0.12	0.91
Ideology (16 items)	62.55 (6.83)	62.98 (5.64)	0.86	0.39
Personal Trait (16 items)	60.78 (4.67)	60.32 (4.29)	1.28	0.20
Commitment (18 items)	66.85 (7.03)	67.20 (5.57)	-0.69	0.49
Perception (16 items)	58.83 (5.76)	58.69 (5.16)	0.33	0.75

Note: The standard deviations (SD) are enclosed in parenthesis.

Table 4. ANOVA Results of Prospective Teachers' Attitude by Level of Education

<i>Attributes</i>	<i>Education Level</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>p</i>
ASTTP Total (66 items)	First Year	130	230.27	12.305	131.747**	0.000
	Second Year	135	242.16	13.713		
	Third Year	121	248.25	13.370		
	Fourth Year	121	259.04	14.887		
	Final Year	132	266.44	15.808		

****significant @ $p < .01$**

was slightly higher than that of participants from SUOE. However, the results of *t*-test confirmed that significant differences were not found to be present on four sub-scales as well as on the overall scale of professional attitude.

It can be interpreted that both universities can be said to be equally effective in providing learning opportunities for the prospective teachers in order to form favorable attitude towards the teaching profession. This result may be due to the fact that teacher training programs from both Universities have positive impact on the development of prospective teachers' professional attitude.

The mean scores of both male and female participants were found to be nearly identical across three sub-scales such as ideology, personal trait, and perception as well as the overall attitude scale (see Table 3). It can be concluded that gender related difference was not found on the prospective teachers' professional attitude. This may be due to the fact that both male and female participant students in this study were trained to be able to develop favorable attitude towards teaching profession. Concerning the commitment sub-scale, the mean score of female participants was higher than that of male participants. It can be reasonably interpreted that female prospective teachers in this study showed more commitment to their

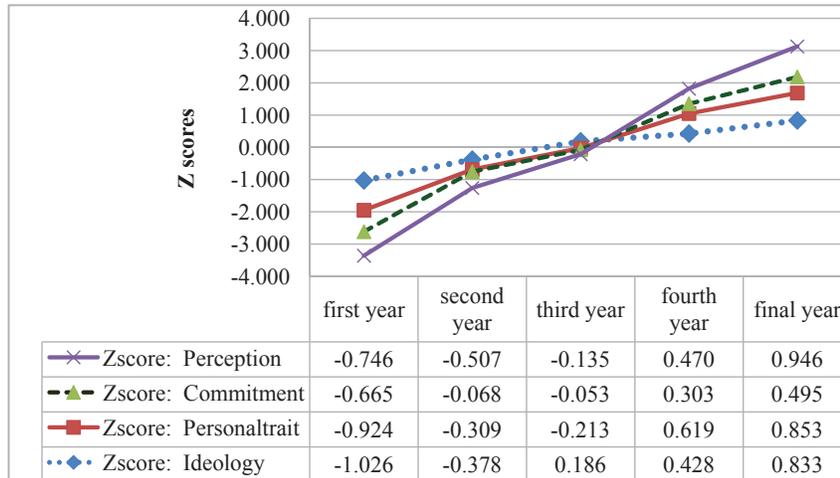


Figure 1. Standard Z scores of Prospective Teachers' Attitude towards Teaching Profession by level of Education

Table 5. Type of Attitude by Level of Education

Type of Attitude	1 st Year	2 nd Year	3 rd Year	4 th Year	Final Year	Total
Negative	82 (63.1%)	33 (24.4%)	21 (17.4%)	12 (9.9%)	10 (7.6%)	158
Ambivalent	42 (32.3%)	63 (46.7%)	35 (28.9%)	17 (14%)	9 (6.8%)	166
Positive	6 (4.6%)	39 (28.9%)	65 (53.7%)	92 (76.1%)	113 (85.6%)	315
Total	130	135	121	121	132	639

profession than the male. Generally, gender related difference was not found on the prospective teachers' professional attitude. Although a slight variation of mean scores exists, no significant difference was found on the overall scale score as well as on the four sub-scales scores of Attitude Scale towards Teaching Profession while considering the gender variable.

Looking across the different levels of education, the overall mean score of participants from final year in this study was higher than that of other education levels (see Table 4). The overall mean score of the first year participants was the lowest among different levels of education. The result revealed that the higher the level of education, the greater the mean scores of participant students on overall scale of ASTTP.

Accordingly, Figure 1 depicts the standard scores of final year participants found to be highest on four sub-scales of ASTTP. In addition, the standard

scores of fourth year students were second rank while the standard scores of first year students were found to be the lowest among the different education levels. Moreover, the result revealed that the higher the level of education, the greater the standard scores of participant students on each sub-scale of ASTTP. Thus, it can be reasonably interpreted that learning opportunities and training provided to the prospective teachers may have an impact on the development of professional attitude.

Concerning the type of attitude, the percentage of participant students with positive professional attitude from final year was larger than any other level of education (see Table 5). On the other hand, percentage of participants who had negative attitude towards teaching profession was found to be smallest in final year cluster. Thus, it can be reasonably concluded that professional attitude of prospective teachers in this study were found to become more positive in

Table 6. ANOVA Results of Prospective Teachers' Professional Attitude by Satisfaction to the Program

<i>Attribute</i>	<i>Low Group</i>	<i>Moderate Group</i>	<i>High Group</i>	<i>F</i>	<i>p</i>
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>		
ASTTP Total	231.7 (18.46)	252.03 (17.88)	252.56 (16.3)	56.51**	0.000
Ideology	57.47 (6.65)	63.55 (5.81)	64.00 (5.43)	47.32**	0.000
Personal Trait	58.13 (4.72)	61.21 (4.28)	60.58 (4.3)	18.79**	0.000
Commitment	60.52 (7.77)	67.96 (5.47)	68.61 (4.8)	75.40**	0.000
Perception	55.58 (4.83)	59.31 (5.58)	59.37 (4.91)	20.68**	0.000

**significant @ $p < .01$

The standard deviations (SD) are enclosed in parenthesis.

Table 7. Type of Attitude by Satisfaction to the Program

<i>Type of Attitude</i>	<i>Low</i>	<i>Moderate</i>	<i>High</i>	<i>Total</i>
Negative	63 (64.96%)	63 (18.2%)	32 (16.33%)	152
Ambivalent	17 (17.52%)	98 (28.32%)	51 (26.02%)	166
Positive	17 (17.52%)	185 (54.47%)	113 (57.65%)	315
Total	97	346	196	639

accordance with their level of education. It is no doubt that teacher training program prominently enhance the professional attitude of prospective teachers.

Comparison of Prospective Teachers' Professional Attitude by Satisfaction to the Program

Looking across the four sub-scales, the mean scores of participant students with high satisfaction were found to be nearly identical to that of participants with moderate satisfaction towards the program (see Tables 6 & 7). Concerning the commitment sub-scale, the mean score of prospective teachers with low satisfaction to the program was found to be lowest. This result can be reasonably interpreted that prospective teachers who are not satisfied with the

training program do not have much desire to devote themselves to the teaching profession.

The majority of the participant students with high level of satisfaction with the program in this study possessed positive attitude towards the teaching profession. This result may be due to the fact that the participant prospective teachers who were satisfied with the learning opportunities and facilities provided by the training program tried harder to understand and fulfill the professional demands of the profession with more favorable attitude than those having less satisfaction.

Table 8. ANOVA Results of Prospective Teachers' Professional Attitude by Practice Teaching Experiences

Attributes	Practice Teaching Experiences	N	Mean	SD	F	p
ASTTP Total	less experienced Prospective Teachers	185	233.89	14.12	148.22**	0.000
	experienced Prospective Teachers	341	252.19	16.45		
	more experienced Prospective Teachers	113	264.64	15.83		

**significant @ $p < .01$

Table 9. Relationships between Level of Education, Practice Teaching Experience, Satisfaction to the Program and Attitude Scale towards Teaching Profession

Variables	α	EL	PTE	STP
ASTTP	0.872	.671**	.625**	.432**

**significant @ $p < .01$

Note: ASTTP = Attitude Scale towards Teaching Profession, EL = Education Level, PTE = Practice Teaching Experience, STP = Satisfaction to the Program

Table 10. Summary of Regression Analysis for Prediction of Prospective Teachers' Attitude towards Teaching Profession

Variables	B	β	t	R	Adj	F
Significant predictors of						
ASTTP	180.156			0.850	0.723	551.5**
1. EL	8.839	0.666	18.36**			
2. STP	6.210	0.515	24.04**			
3. PTE	0.842	0.086	2.396**			

**significant @ $p < .01$

Note: ASTTP = Attitude Scale towards Teaching Profession, EL = Education Level, PTE = Practice Teaching Experience, STP = Satisfaction to the Program

Comparison of Prospective Teachers' Professional Attitude by Practice Teaching Experiences

Looking across the practice-teaching experiences of prospective teachers on their professional attitude, it was observed that the mean scores of more experienced participants were found to be highest on the whole attitude scale towards the teaching profession (see Table 8). This result may be due to the fact that more experienced participants have better opportunities to connect their theoretical understanding of educational content to real setting of

teaching. It can be reasonably concluded that practice teaching experience could enhance the professional attitude of prospective teachers.

Table 9 shows the significant relationships between the level of education, practice teaching experience, and satisfaction to the program and attitude towards teaching profession. This result may be due to the fact that if they are trained for more years and they had longer duration for practice teaching they would develop more favorable attitude towards teaching profession positively.

In addition, predictors of prospective teachers' professional attitude were confirmed by applying stepwise selection multiple regression analysis (see Table 10). Regression analysis revealed that the level of education, satisfaction to training program, and practice teaching experiences were the strong predictors for prospective teachers' professional attitude. Among them, the level of education was the strongest predictors for prospective teachers' professional attitude followed by satisfaction to the training program and practice teaching experiences. By applying multiple regression analysis presented above, the resultant model for attitude towards the teaching profession can be defined in the following equation:

$$ASTTP = 180.16 + 8.839 + 0.842 + 6.21$$

Where, *ASTTP* = Attitude Scale towards Teaching Profession, *EL* = Education Level, *PTE* = Practice Teaching Experience, *STP* = Satisfaction to the Program

Conclusion and Recommendation

History has established beyond doubt the crucial role played by the human resources in the development of nations. The development of human resources is the main function of education. Through development of knowledge, skills, attitudes, values, and capabilities, education needs to provide strength and enable persons to respond to the changing situation and to contribute to social development. As the world today is rapidly changing and so in Myanmar, new goals are being set up in education. However, Sünbül (2001) argued that no matter how well educational or instructional objectives are established, no matter how functional the content of the subject is selected and organized, it is impossible to achieve the desired results from education unless they are performed by teachers with those objectives and insights. Thus, teachers occupy a place of paramount importance in any system of education.

Today, the requirements of the teaching profession have been increasingly changing. Unlike other professions, teachers are generally loaded with many expectations from the society (Punch & Tuetteman, 1996). In order to educate individuals appropriately, the teachers must firstly have the

following features and abilities; critical thinking and independence, self-confident, problem-solving, self-control, free will, high sense of responsibility, good mental health, productive and innovative ability, and then, positive attitude towards their profession (Açıkgöz, 2003). Teachers are considered as being responsible not only for contributing knowledge and skills but also for cultivating educational, social, and cultural attitudes, values, and beliefs of their students. Thus, only those teachers who are well trained can efficiently and effectively perform such demanding responsibilities of the profession.

In the fast changing world of the 21st century, a lot of responsibilities fall on teacher training institutions as our society needs well-trained and professionally sound teachers (Hussain, 2004). To be precise, getting high scores on academic subjects in their training period is not enough for prospective teachers to meet the expectations of schools and society. Prospective teachers need to have an ability to express ideas in a clear and considerable way, to generate effective learning atmospheres for diverse student needs, and to create dynamic teacher-student relationship. Moreover, prospective teachers should be excited and innovative, and work well with colleagues and parents (OECD, 2005). For that reason, teacher education programs should try to accommodate the demands of society.

In addition, teaching as a profession requires cognitive qualifications such as knowledge and skills as well as affective qualifications such as attitudes and behavior. According to Chan (2005), the superiority of the teaching profession is not only governed by the prerequisite information and proficiency competence of teachers but also their eagerness, dedication, and commitment in teaching. Tezci (2007) also stated that attitudes and perceptions to a profession affect perceptions of professional competence and professional success. Therefore, in teacher training programs, the attitudinal aspects of prospective teachers should be emphasized as well.

In this study, participants' professional attitude was explored across level of education, satisfaction to training program and practice teaching experiences. Regarding the level of education, significant differences were found to be on overall scores as well as sub-scale scores. These differences were, again, confirmed by post-Hoc analysis. Results revealed that

mean scores of final year participant-students were significantly higher than that of fourth year, third year, second year, and first year participants. Concerning satisfaction to training program, 15.18% of participant prospective teachers had low satisfaction to the training program while 54.15% were moderately satisfied and the rest, 30.67% was found to be highly satisfied with the training programs. The mean scores of the participant students with low satisfaction to the program were found to be significantly lower than the others on each sub-scale score as well as on the overall score of ASTTP. Looking across the practice teaching experiences of prospective teachers on their professional attitude, the more experienced group was significantly more positive in their professional attitude than the others. Specifically, the mean scores of the more experienced participants were found to be highest on each subscale as well as on the whole attitude scale towards teaching profession.

Moreover, participant-students' professional attitude could be classified into three types, i.e., positive, ambivalent, and negative. Concerning the type of attitude, 315 out of 639 (49.3%) of participant prospective teachers were found to have positive professional attitude. In addition, 166 out of 639 (26%) of participants showed ambivalent attitude towards teaching profession. However, 24.7% (158 out of 639) of participants showed negative professional attitude. In other words, only one-fourth of the participant students possessed negative attitude. These results evidently showed that teacher training program has strong positive impact on the development prospective teacher's professional attitude.

In the light of the comparison undertaken, it was found that teacher training programs in Myanmar were, to some extent, successful in developing the professional attitude of prospective teachers. For better results, it can be suggested that teacher training need re-evaluation and reconsideration to remove the drawbacks in constructing professional attitude of prospective teachers.

Teachers have to play a vital role in every education system. Since teaching is a challenging profession, those teachers who are adequately prepared and have sound professional attitudes can shoulder the heavy responsibilities from teaching up to the significant part of nation building. The preparation of such important functionary must conceivably get the

highest priority (Hussain, 2004). So, every nation including Myanmar tries to bring reforms to enhance the quality of teaching and teacher training programs. The teacher training programs are continuously upgraded and fully equipped with modern facilities to enhance the quality of teachers up to satisfactory level. Moreover, teacher training institutions should make painstaking efforts to equip the prospective teachers not only with teaching skills, but with the positive professional attitude.

Tok (2012) also argued that to be able to carry out their profession lovingly and willingly, the selection of prospective teachers, the education received by teacher candidates, and the life that they lead during this process are of great significance. If students with positive attitudes towards the teaching profession are accepted to faculties of education and these attitudes are supported and developed throughout their educational life, these students should be more successful in their profession (Pehlivan, 2009). However, in our country, the students in teacher training institutions are selected on the basis of their academic achievement in matriculation examination. This traditional selection criterion for admission in teacher training should be changed. Attitude and aptitude tests should be conducted for admission in order to identify and select those students who are actually inclined towards the teaching profession.

Brown and Brown (1990) described that practice teaching and practicum experiences provide prospective teachers an opportunity to gain confidence, chance to put theories into practice and an opportunity to learn the skills and attitudes of a competent and affective teacher. According to Dreeben (1970), this phase of training contributes not only to the development of occupational norms but also to increase the prospective teachers' love of profession. Thus, prospective teachers should be provided with better opportunities to do practice teaching in Basic Education schools. In addition, teacher training programs should equip the prospective teachers with the latest teaching methods, techniques and strategies and positive professional attitude as well so as to be ready to face any challenges in the real setting of teaching.

According to Hussain (2004), the real success of qualitative improvement in teacher training depends upon the sense of purpose, devotion, and

commitment of prospective teachers being proud of their profession. In this study, prospective teachers' attitude on commitment was found to be higher than other professional attitudinal aspects. Although most prospective teachers in this study have already shown commitment to their profession, more favorable working conditions and satisfactory facilities would be expected to provide teachers so that they can be dedicated to the profession without considering much about their family income and socio-economic status.

In addition, results revealed that prospective teachers who were satisfied with this training program showed more favorable attitude towards their profession. In order to make prospective teachers satisfied with each and every training period, it would be recommended that teacher educators should adopt modern and better teaching methods such as demonstration, discovery and active learning, etc., instead of using lecture method for the whole period of instruction. The objective of teacher training program should be aimed at the enhancement and development of professional competence of prospective teachers and not simply offering degree. After training, prospective teachers should possess readiness to teaching, awareness about instructional technology, ability to shift theories to practice, and positive professional attitude towards their profession.

Suggestion for Future Research

Longitudinal design is necessary to classify the impact of teacher training program on the development of prospective teachers' professional attitude. Thus, it is suggested that longitudinal studies may be undertaken to confirm and validate the findings of this study. Researches for the cross-sectional validation of the attitude towards teaching profession of prospective teachers in all teacher training institutions may be helpful to understand the overall situation and effectiveness of teacher education in Myanmar. Studies for determining the causes of deterioration in the attitude of prospective teachers are also needed so that teacher training programs make necessary changes in order to be more fully functional in developing prospective teachers' professional attitude.

• • •

References

- Açıköz, K. (2003). *Active learning*. Izmir: Eğitim Dünyası Publications.
- Brown, D.P. & Brown, R. N. (1990). *Effective teaching practice*. Lechhampton, Cheltenham: Thornes Publishers Ltd.
- Can, Ş. (2010). Attitudes of the students who attend the non-thesis graduated education program towards the teaching profession. *Muğla University Institute of Social Sciences Journal*, 24, 13-28.
- Chan, M. (2005). Personality. *Annual Review of Psychology*, Vol.3.
- Dreeben, R. (1970). *The nature of teaching*. Scott, Foreman Company, London.
- Hussain, S. (2004). *Effectiveness of teacher training in developing professional attitude of prospective secondary school teachers*. (Unpublished doctoral dissertation). University of Arid Agriculture, Rawalpindi, Pakistan. Retrieved September 28, from <http://www.moe.bsn.bn/Scouting/departments.html>
- Kağıtçıbaşı, Ç. (1999). *New human and people*. İstanbul: Evrim.
- Lasek, J., & Wiesenbergovala, S. (2007). Prospective teachers' attitude to their profession. *The New Educational Review*, Vol.13(3).
- OECD (Organization for Economic Co-operation and Development). (2005). *Teachers matter: Attracting, developing and retraining effective teachers*. Retrieved October 2, 2015 from <http://www.oecd.org/edu/teacherpolicy.pdf>
- Pehlivan, H. (2009). Affective features' reflection to attitudes towards the teaching profession. *The 5th International Balkan Education and Science Congress*. October, 01-03. Edirne.
- Punch, K.F. & Tuetteman, E. (1996). Reducing teacher stress: The effects of support in the

- work environment. *Research in Education*, Vol. 56.
- Sünbül, A. M. (2001). *Birmeslekolaraköğretmenlik [Teaching as a profession]*. Eds: Ö. Demirel-Z. Kaya,& Öğretmenlik Mesleğine Giriş. Ankara: Pegem Publishing.
- Terzi, A. R. & Tezci, E. (2007). In examination on the attitudes towards teaching profession of the students of secondary school branch teacher training programs. *e-journal of New World Science Academy*,5(2),367-388. Retrieved September 30, 2015 from <http://researchgate.net/publication/277330700-Tezci-E.-Terzi-A.-Attitude-Teaching-Profession/download/pdf>.
- Tezci, E. (2007). The attitudes of the students towards teaching profession at Necatibey education faculty.*Educational dministration: Theory and Practice*, Vol.52.
- Tok, T. N. (2008). *Elementary supervisors' characteristics demographic, social and economic with opinions on social, economic, political and professional issues. V. National Educational Administration Congress*. Retrieved January 21 from <http://dx.doi.org/10.1080/02619768.2010.534130>.
- Woolfolk, A.E. (1998). *Educational Psychology*. (3rd ed). New Jersey : Prentic Hall, Inc.

From Experiences to Themes: Phenomenology on the School's Culture Contributing to Excellence

Zarren Aleta Gaddi

San Felipe Neri Parochial School

Abstract

“Excellence is a habit” according to the Greek Philosopher Aristotle. The substance that fuels every school on becoming responsive is excellence; therefore to understand the experience of every individual and stakeholders of the school is necessary to determine what contributes to excellence. As one of the most influential social institutions, the school is a place of excellence where every faculty, staff, personnel and other stakeholders partake in the goal of living excellence by applying it in all aspects of their jobs, roles and responsibilities. Since its establishment in 1963, the participant school has proven its educational legacy as a “center of excellence that fulfills the church mission of integrating quality education and evangelization.”

Keywords:

Culture of Excellence, Phenomenology, School, Accreditation

Authors Note:

Correspondences regarding this paper should be directed to Zarren Aleta Gaddiat email zarrengaddi@gmail.com/zarrengaddi@yahoo.com

Introduction

The role of school in the society is pertinent to the uplifting of the community and the whole nation. School, as the home of different individuals, serves as an institution of learning that adheres to the goal of changing individuals' attitudes and prepares them to a more challenging wave that the real life is bringing. As an institution, the school's *telos* is being defined and shaped by its governing philosophy, which cascades with its vision and mission statements forming a well-defined structure with a fortified structure. The School's PMV should radiate the school's physical and professional environment; define its core values and overflow positive academic feedbacks from its administrators, faculty and staff, students and other stakeholders.

Lopez and Scott (2000) have defended that social structure is not just a formidable backbone that creates a group or an organization but it also refers to the expectations of individuals' account towards each other's behaviour, thus establishing at the very end an “enduring relations with each other.” As a parochial school, the participant school have endured arduous times that challenges not just its academic structure but also its social structure characterized by cultural pluralism and generation gaps among its dynamic work force.

As a part of social structure, Deal and Peterson (1999) believe in the prevailing school culture in a certain institution. They believe in the schools or an institution's connected feelings and folkways that creates the atmosphere of excellence. Edmonds (1979)

defines school culture as “the atmosphere that should be catering no rigidity, not oppressive and generally conducive for the instructional business at hand.” The prevailing culture allows the people encompassed by the institution to become part of its outputs. Excellence is an element inside a social structure. Capodagli and Jackson (2007) have quoted the works of Aristotle to explain the force that makes excellence as it is.

Accordingly,

Excellence is what we repeatedly do . . . excellence, then, is not an act, but a habit

As a part of its Core Values, APOSTLESHIP (Amity, Patience, Obedience, Service, Trustworthiness, Loyalty, Excellence, Service, Humility, Integrity and Prayerfulness), excellence is ascribed in “everything we do and where ‘hindi pwede (can’t be)’ and pwede na (can be)’ in teaching, in research, in projects and assignments. For Gauuan, (2011) developing a culture of excellence requires unforgiving dedication, self-sacrifice, and unquenchable creativity. From a management point of view, it requires more than training, coaching and the issuance of official memoranda. According to the American Psychological Association, accreditation is contributory to the student, the faculty member and to the public. Accreditation facilitates achievement while radiating the quality “by which an educational institution or a program conducts its purpose.” As for the student, accreditation provides them the confidence on the program, institution or school in which they are enrolled. An accredited school is involved in the continuous revision, refinement and improvement of its “quality to meet national standards.” For the faculty members, the accreditation will zero – in the arduous process of assessment and evaluation of the teaching force to assure that they match the standards needed “in advancing the educational institution’s mission.” The role of accreditation to the public has stressed on the school’s accountability in attaining its goals and missions. The consistency as its philosophy cascades to its vision should be radiated on the process as in the attainment of its mission. Thus, every product of the institution is expected to reflect the reputable image to the school by the accreditation.

Apparently, the passing in the accreditation defined the schools’ strict and truthful compliance to its mission of evangelization, as a catholic school and

“catering student centered curriculum and producing academically excellent globally competitive and socially transformed individuals”, as a school of excellence.

To contribute to some existing knowledge, this study will seek to understand and describe the essences of the experiences that makes the San Felipe Neri Parochial School (SFNPS) a center of excellence. To explain and further understand its essence the phenomenological undertaking will be utilized. Phenomenology is a research undertaking that sought to make meaning among different experiences contributing to a structure, organization, and group or to an individual. Going back to the tenets of philosophy, this research undertaking will provide the essences of the experiences of the different individual inside the Nerian social structure that creates the atmosphere of being a “culture of excellence” while removing every visible aspects of presuppositions and subjectivity. As a method, it will delve on the understanding of the prevailing culture in the social structure of the Nerian Community. Best practices of the school will be interpreted in the light of the results; lapses will be analyzed and evaluation of results will be integrated for some recommendations for the betterment of the institution.

Purposes of the Study

The need for understanding in the discovery of its essence gets the researcher inside the big quest of analysis and data – gathering for the prevailing “culture of excellence” on the social structure of San Felipe Neri Parochial School. Making meaning on its statement, this research seeks to understand and provide the essences of the different contributing experiences of the many subjects that builds the social structure of San Felipe Neri Parochial School.

This research is anchored on the phenomenological task of making meaning and revealing the existing essences of the different experiences that build the social structure. Specifically, the research sought answers to the following questions:

1. What live experiences contributes in the formation of a culture of excellence?

2. What is the influence of the schools commitment to excellence among the lives of its stakeholders?

The purpose of this study is to exhibit different lived experiences among SFNPS stakeholders (students, faculty, administrators, staff and parents) through qualitative transcriptions and its contribution to excellence. According to Japos (2007), the schools' culture of excellence "generates the intended teaching and learning outcomes." In other words, it plays a vital role in the attainment of its goals and realized mission. In addition, a globally competitive learner, higher licensure examination results and high employability are some barometers of success on a school that embraces a Culture of Excellence. Gauuan (2011) used the term "unforgiving dedication, self – sacrifice and unquenchable creativity" in establishing a culture of excellence in the school.

Assumption and Rationale for a Qualitative Design

Denzin and Lincoln (1994, as cited by Creswell, 1998) define qualitative research as a multi – focus study that involves "interpretative, naturalistic approach to its subject matter." This assumption reveals that the qualitative research design brings the subject on study under natural settings dealing on the process of making meaning and interpreting of experiences (phenomena) amongst individuals or groups. Creswell (1998) defined qualitative research as an "inquiry" that sought for understanding of phenomenon based on "methodological traditions of inquiry that involves exhausting exploration of the human or social problem." The researcher embraces the task of building 'a holistic picture', 'analyses words', 'reports detailed view of informants' and conducts the study on the most natural manner.

According to Merriam (1998), there are six assumptions strengthening qualitative research. First, the qualitative research addressed the process more rather than the outcomes or the products. This study delves on the existing social structure of San Felipe Neri Parochial School. This study will attempt to discuss and to explore the lived experiences that contribute to the emergence of culture of excellence inside the institution. Rather than exploring the teachers' quality and characteristics, this qualitative study, will then brought in the light of possibilities the existing phenomena that make the institution achieving its set goals and standards. Second, qualitative researchers are

concerned with meaning (essences), particularly with how people deal and make sense of his experiences. The researcher interviewed the participants to gain insights and become more understanding of their lives as teachers, students and administrators of San Felipe Neri Parochial School. Third assumption is that the researcher is the primary instrument for data collection and analysis. The data used in this research was gathered and collected personally by the researcher himself. The fourth assumption posits that qualitative research involves fieldwork in the most natural setting. Fifth defends that the qualitative research is descriptive – interpretative and analytical. The data was treated in the light of philosophical suppositions and narration of result was made to exhibit the significance and essences of the live experience of the participants. Sixth is that "qualitative research is inductive." Analysis and interpretation of data in the light of philosophical underpinnings were made to explore the lived experiences enabling the researcher to derive massive information from a simple experience.

Data Collection

Colaizzi's (1978) phenomenological method was utilized to facilitate the data – gathering procedure. Its implementation requires the researcher the following activities:

- Tedious review of the collected data was made enabling the researcher to make sense with the transcribed data.
- Careful extraction of many significant statements were made; those that pertains directly to the phenomenon.
- Meanings were drawn out after the analysis of each significant statements. Moreover, the researcher also reread the original questionnaires that contained the response of the respondents.
- Clusters were then formed helping the researcher to form themes. The Colaizzi Phenomenological Data Analysis also demanded the researcher to continuously recapitulate the original sources and statements; thus making him more conscious in case of "repeating themes and discrepancies" (Bergstorm, 2004, p.14)

- Themes were then integrated into an exhaustive description. Again, continuous validation from the original protocol was made.
- The formulation of concise statements for the exhaustive descriptions.
- One procedure stressed by Colaizzi (1978) is the validation of the formulated information by asking the subject “What aspects of your experience have I omitted?” (p.62)

Methods for Data Verification

Creswell (1998, cited by Bergstorm, 2004) defined verification as a process that “occurs throughout the data collection, analysis and report writing of a study and standards as criteria imposed by the researcher and others after a study is completed” (p. 194).

The formulation of themes was made through the different efforts exerted in the verification of data. First, the researcher clarified each biases present on the interpretation of the study (Creswell, 1998). This clarification and scrutiny of biases help the researcher to bracket these comments for further analysis and interpretation of data. This tedious task requires the researcher to work, understand and reflect among different perspective of participants’ reaction about a certain phenomenon (experience). This can show the researcher’s vulnerability among biases. Therefore, triangulation is necessary.

Second, comprehensive and interpretative descriptions were used to bear the findings. In the study made by Bergstorm (2004, p. 58), he detailed that “through interpretative descriptions, readers could see and feel the process’s influence.” Creswell (2002) seconded, that in the same thought, interpretative discussions transport the readers to the setting and give the discussion an element of shared experiences.” (p. 198). The researcher made use of descriptions to provide the figure made out from details in the narration of experiences.

Third, checking the accuracy of participants was also considered. As a response to Colaizzi’s (1978) data collection procedure, the researcher found it as “the most crucial technique for establishing

credibility” (Lincoln & Guba, 1985). This considers the participants’ feedback with the questions they encountered during the interview. The researcher put in high priorities every reaction, whether verbal or non – verbal expressions, gestures, in regard the participants’ response in the study. The researcher regarded this part of method as a chance to share experiences and opportunities while unobtrusively observing the participants’ reaction (i.e., facial expressions, voice inflections).

Setting of the research is also a part of verification. The fourth methodology requires the researcher to spend some prolong time in the field. Since the researcher is a faculty member of the San Felipe Neri Parochial School, the researcher did not have a problem on the research locale. For six years in the said setting, the researcher has already the acquired background in regard the school “culture” most importantly the academic atmosphere. Citing the work of Lincoln and Guba (1985), they posited that prolonged engagement in the field is a pre – requisite leading to the understanding of the said setting. Moreover, communication with a range of people and the development of rapport towards the participants also falls in this part of verification.

Peer review, as suggested by Lincoln and Guba (1985), is also an indispensable part of the data verification. Peers, who are knowledgeable of the said research tradition were gathered around to debrief and uncover some “taken for granted biases, assumptions and perspectives” made by the researcher in the interpretation of data. This helps the researcher become aware of his / her posture towards data and analysis. (p. 308) Peers who are pertinent to the research data review includes 2 seasoned teachers in the institution and an academic, non – teaching staff was not included in the interview process. Their role provided pool of indispensable essences prior to data interpretation. They also corroborate the established themes and the exhaustive description of the essences.

Triangulation is also a part of the data verification as included by Lincoln and Guba (1985). This ends the data verification. Triangulation is a method that requires the researcher to use varied resources to support and fortify the interpretation of the experiences.

Outcome of the Study and Its Relation to Theory and Literature

Discovering of Themes

The process provided by Collaizi's method on data analysis pushes the researcher to go inside the rigor of data interpretation to discover the themes that is prevalent to the collected data. After the tedious review of the data collected and the thorough encoding of ideas from the interview, the researcher sets the ground for the extraction of meanings out from experiences in the process of discovering themes.

Theme 1 – Dedication

The participants of the research have emphasized the prime importance of *dedication* in the emergence of culture of excellence in the institution. Participants have defined dedication in several ways – patience, hard work and continuing education. One of the participants answered

“ the rigor on the preparation of the lesson plan or backward design templates have test my dedication to my profession... Indeed, it's very hard but the school have shown its utmost respect and support to us, teachers.”

Most of the participants have posited that the rigor on the preparation of the lessons and visual materials defined the necessary requirements for dedication. The schools' supportive environment is also a factor that benefits the teachers and inspire them to continue striving hard for the betterment of the learning process.

As a seasoned teacher from the high school level shared:

“as a teacher, it's not the money that I count but it's the number of priceless minutes that I spend with my students. These students are the living evidence of my existence.”

Other participants on the other hand, like an English teacher from the elementary department:

“This is my 27th year of teaching and still

this institution will always be my first and last school. Memories are still fresh on my first day of teaching and when I took my teaching demonstration in this institution”

The school's guidance head and Seniors Guidance Counselor shared her pertinent experience that radiates her dedication related to patience. For her success is when she helped a child from his crisis he is experiencing.

“I let him see the reality of his life trying all my best to emphasize his importance and his uniqueness.”

Other participants, some five of them have enlisted the necessity for continuing education. For Teacher A (who wishes to be called on this way), the rigor, demands and expectations of the academe have pushes him to enroll in a graduate program.

“dedication is when you start loving your work and you tend to grow professionally while growing with it.”

Theme 2 – Innovation

The term innovation, as second theme in this research undertaking, refers to the skill of the teacher in providing genuine, authentic and effective materials for the benefit of the teaching learning process. Many from the teachers who were interviewed define innovation as a skill that involves creativity in the creation of new materials.

“I used my creativity to design materials that will catch the attention of my students, of course in the primary level, you should always catch their attention every moment and seconds that you are teaching” (High school faculty member, AP).

Ideas combined with another idea, innovation embraces some sub-ideas, prevalent to the research undertaking, like genuineness and creativity. For this computer teacher

(On a computer class) “helping the student to achieve its goal and acquire the skill. When you lower down yourself to reach the ability of the child and the

child you just thought learns and became creative more than me on the same craft; it's like you created something out from nothing.”

Innovation in the school is not only present in the teaching learning process but also the social structure of the school itself is an epitome of innovation. A high school guidance counsellor explained that ‘even before the school passed the PAASCU Accreditation, the school has already embraced the concept of innovation on its facilities and even in its instruction’. This response was seconded by an elementary teacher who puts the main thought of her discussion in the effects of seminars in her as a teacher and as to the institution itself.

Accordingly:

“We were made updated constantly in the trends of education and teaching globally. This enhances our competitiveness and is making us not left – behind by the changing world and the demands of the 21st century learning.”

Most of the teachers interviewed admitted that because of the seminars offered during in – service trainings, they were made creative and helped them reflect on their loop holes and strengths in the realm of teaching instructions.

Theme 3 – Professional Development

Professional development is the third formed theme in relation with the culture of excellence in the San Felipe Neri Parochial School. Professional development is always mentioned during the interview especially if pertaining to the people inside of the teaching force. In the interview, they have expressed a strong connection bridging professional development with continuing education and support from the administration and colleagues. During the interview most of the teachers have expressed gratitude for the school’s effort and concern extended to them in terms of professional development.

“the seminars teach me and equip me at the very least on the different new trends of the teaching profession.”

“after 2 months of having seminars, it feels like I’m ready once again to improve more of my teaching skills.”

One of the aspects shed by this theme is support that coming from the administration and staff of the institution. Teacher CD (who wished to be named like this) explained that she is of great gratitude to the school for pushing her to continue her master’s degree. Now she is happy and enjoying the fruits of her labors. Citing the provisions made by the faculty manual it stressed the school’s unparalleled support to its personnel who wishes to continue his / her study in the graduate / post graduate program.

Accordingly:

“Scholarship grants for graduate and post – graduate studies may be extended to any qualified personnel who has rendered at least five continuous years of efficient, dedicated and very satisfactory service to the school.”

“Moreover, the school also offers thesis/ dissertation/ research writing assistance.”

Moreover, one of the strengths found in this theme is the camaraderie and moral support extend by every individual to his / her colleague. Throughout the interview, participants then revealed some stories of support and assistance. Notably is the sharing made by a faculty, non – academic staff who narrated

“You can do it. Many of us here started on some counted units in the graduate school. Now with patience and diligence, we are reaping the fruit of our patience..” One of some best quotes I received from my superiors.”

It was followed by:

“ I remember last PAASCU, our teacher in the department helped one another in the critiquing of our learning plans for its improvement. Luckily and in God’s grace we passed!”

Theme 4 – Expectations

Expectation will always be present to a growing and developing institution. In the San Felipe Neri Parochial School, expectation is a vital part on the growth of excellence inside the school. Excellence is a part of the core values of San Felipe Neri Parochial School. It is being defined as a condition in which

“what is enough is not just enough in research and in instruction. Excellence is a high virtue that makes it a habit when you started living it.”

In the course of the data gathering procedure, the researcher found out that one of the pertinent themes is excellence.

“After passing Level II accreditation, the school continues its legacy and progress towards excellence. Erection of new buildings and instalment of new facilities was added to ensure that we are always in service to the common good of our students.”

A seasoned teacher explained

“Every time that the in-service training for teachers starts, I welcome fresh ideas from the new trends in the academe and it’s like I’m a new teacher again. Ready to teach for the new academic year.. (smiles)”

Her words, indeed, radiate responsibility on the learning process. More so, it tries to reflect a very welcoming social atmosphere among the different personnel of the school. Underlining its social structure, the San Felipe Neri Parochial School has proven its worth among its personnel and students. Some testimony from the students have brought the researcher inside the history of the school dating back when the researcher is still in the college level. A student from the high school department told the researcher

“the school have dreamed a lot for his students and now we are already seeing the that dream turning into reality. We already have speech labs and even a very comfortable and wide space library. My

adviser has the sweetest smile and she told me I can go far if I study hard and believe in God.”

Living beyond what is expected is one of the sub – themes under expectations.

“When we won in the contest (oratorical) and the school have given us recognition during the morning assembly in front of many students, it’s a different feeling. It’s more than appreciation. It’s the greatest gift a teacher could have.” (High School AP Teacher)

And for a student, living and striving beyond the expectations may seem to be like this:

“Every month, there is this subject area that celebrates its department. There are contests and other activities that will really test your ability to cooperate and share what you know. It is indeed a great feeling to work with your batch mates and their advisers. Winning isn’t winning. It’s about the experience on how you make yourself a winner.

Theme 5 – Real-World Experience

“ Service to our community is one of the department’s major program. Our immersion in the Nayon ng Kabataan (Youth Orphanage) last year is one the enlightening endeavors that I myself participated.”

The rigor in the process of discovering the themes present in the qualitative data collected has revealed the personnel’s and students’ active participation inside and outside the school. Inside and outside the school activities refer to the schools’ involvement to social immersions that develops competence and responsibility among its members and establishes connections among the many part of our society. Most of the teachers reacted in a welcoming way while trying to show their documentations and pictures of their previous outreach programs.

An involved intermediate student shared a story of his experience during their feast day:

“We have adopted families per classroom. During feast day we extend our gifts to them and ask them to join us with our feast.”

Inside the school, student and personnels have their own programs. There are monthly culmination of activities for every department.

“The different programs of the school every month contributes to the development of the skills of the learners. It also invites new talents.”

A high school student shared his story about his favourite day in the school:

“during activity day, we have our own club and we are really enjoying it.”

As for the teachers, the annual team building has caught the attention of the researcher

“the team building activity last year have put every members of the academe inside the bonds of camaraderie.”

Active participation, as one of the themes contributing to the emergence of culture of excellence in the institution, defines the school’s acceptance of challenges to change and develop more talents from his people.

Theme 6 – Teaching Moments

“If I can affect life, even to affect the person towards betterment then I can say that I have contributed to that person.” (High School, Biology Teacher)

Teaching moments refer to the lived experiences from which every part of the community is learning from one another. The lived experiences that can be found in this theme are interactions inside the community most commonly by the teacher to his students. Some experiences were found as pertinent to the strengthening of the culture of excellence inside the institution. The first sub – theme is rapport with the teacher and student.

For a mathematics teacher, one of his favorite moments inside the classroom is when he teaches

the child the basics of math for his/her further understanding and mastery of the basic concepts.

“I used to engage my student a lot. I give examples a lot. Varying from the easiest to the advance. I always put in my mind that my students vary from their readiness and every student must learn according to their learning preference. It is really rewarding to see students learning a difficult subject in their own effort.”

Furthermore, the four guidance counselors have shared these experiences:

“Every day is best moment, especially when I see the smile of the students on their faces. My heart melts whenever they will approach me to seek counselling and advise and tell me that something improves in their personality” (High School Guidance Counselor, Grade 7 to Third Year).

“The best moment in this vocation, as a guidance counselor, is when you really touch student’s lives. I realize that advices are not just words needed by the students in their most problematic days. Advices are bridges so that students will feel that they belong despite this plurality. I understand that my role here is to touch lives and gave my students the light so that they will be on the right place” (Intermediate Level Guidance Counselor).

“I’m so happy to be with the primary level. They really opened me on the joys of being a teacher and being a confidante to them.” (Primary Level, Guidance Counselor)

Another sub–theme is camaraderie. Sir L, acknowledged that

“that strong professional, almost family, bond that ties every member of the San Felipe Neri Parochial School Family is really what speaks for itself. This is one of the strongest force why I’m not leaving the school”

The word camaraderie had been one of the most pronounced words during the interview some explained that their colleagues are always in help whenever you need it.

“as if solutions are just on their pockets (smiles)” exclaimed by a high school teacher.

Theme 7 – Respect to Every Individual

“When I don’t know the answer to the question of my student, I accept my fault and apologize with my misgivings. In my surprise, they understand it. I learned that even we are teachers, we are still a human being capable of committing mistakes.”

The last prevailing theme is respect to every individual. This theme is prevalent during the data gathering procedure. This theme has three sub – themes that cover humility, teaching style and accepting individual’s strengths and weaknesses.

Teacher V from intermediate level, Grade 5 reminisced the days of seminars in connection to the third sub – theme.

“I always treasure the days that I’m learning with my colleagues during seminar. You know the sharing period in which you encounter fresh ideas from the new comers in the institution.”

A high school seasoned teacher admitted that

“I learned how to make a powerpoint presentation through the help of my students. And I will always be proud that my student thought have thought that skill to me.”

Her sharing helps the researcher to put humility under the sub – themes of the seventh theme. Remembering the core values of the school, it puts humility as one of its eleven core values. It clearly says

“to accept our own worth, talents, gifts, capabilities and recognizing the worth of talents, gifts and capabilities of others.”

Teacher Ken (not real name, the participant wished to be named like this) summarized:

“As a teacher, learned that not all of us here are the same. One has this talent and he has this kind of skills. Our individual differences are pillars of this institution”

Summary

The researcher found out seven important themes after the tedious task of data collection and analysis. This seven themes are composed of the following: Dedication, Innovation, Professional Development, Expectations, Real World Experiences, Teaching Moments and Respect of Every Individual. When this seven themes were combined the product will be the fortified structure of excellence of San Felipe Neri Parochial School.

Discussion

Deal and Peterson (1999) described school culture as “an underground flow of feeling and folkways ... in the form of vision and values, beliefs and assumptions, rituals and ceremonies, history and stories and physical symbols.”

Culture is what defines the school. Fisher, Frey and Pumpian (2012) explained that school culture is the implicit curriculum of the school; it should not be underground and assumed. They added, “it should be uncovered, openly and purposely discussed assessed and developed.” For almost 50 years of its existence as the only Parochial School in the heart of Mandaluyong, the San Felipe Neri Parochial School has almost a golden jubilee of history in its commitment to excellence. It is imperative for phenomenological understanding to identify how excellence perceived by the actors in a situation.

The purpose of this study was to understand the lived experiences of school stakeholders and its contribution to excellence in San Felipe Neri Parochial School (which has been recognized by PAASCU as an Accredited School Level II). The focus of the study was to develop meaning through the voice of

the participants. Several outputs and ideas derived from the literature review revealed various ways of inculcating the Culture of Excellence in different schools. Some are quantitative in nature. Despite differences on the approach and context of the study, parallels were found between the results of this study and those in the literature review.

The first theme is DEDICATION which includes *patience, hard work and continuing education*. On the Handbook for Qualities of Effective Teacher (Stonge, Tucker & Hindmans. 2004), it defines dedication as an integral quality for becoming an effective teacher and contributing to a responsive school force. It goes along with influence and professional training, fairness and promotion of enthusiasm. In the qualitative literature of Swartz (2010), she mentioned dedication as “performing – not practicing” contributing to high expectations.

The second theme, innovation which includes genuineness, creativity, tech – friendly and support. Leithwood et al (1999) discussed that innovation is the beginning of change. Creativity is the ability of the teacher to manage the class, the ability of a guidance staff to relate with his counselee, the ability of a non – teaching staff to perform his job with ease even under pressure and the ability of the principal to understand the various needs of his people without exerting too much of his referent power. Innovation is integrating new ways of teaching, new ways of leadership and management.

The third theme is professional development and it includes *continuing education and support (financial and moral)*. Liu (2013) noted that motivating teachers and personnel to continue professional growth through further studies strengthen their understanding of their most important role in the organization. It enhances camaraderie and makes the work force up – to – date on the different trends of teaching.

Fourth is expectation and it includes *responsibility and exceeding expectations*. Grant et al. (2008) found that effective teachers have high expectations of students. Chickering and Gamson (1999) includes *communicating high expectations* as one of the *Seven Principles of Good Practice in Undergraduate Education*. Lickona and Davidson (2005) includes committing to high standards and

continuous improvement as one of the focus areas on culture of excellence and ethics.

Fifth is real–world experiences which includes *real world application and life – long learning*. The theme found congruence in the result of the study made by Swartz (2010). Also Stone (2007) and Grant et al (2008) emphasized the importance of real – life application of what students are learning and at the same time the administrators and non – teaching staffs must be exposed on in the situation of the society that is surrounding the school. This will definitely call for programs that involves the surrounding community and social centers from which schools could conduct their outreach programs.

Sixth is teaching moments which includes *“effort that leads to dedication and lifelong learning.”* Swartz (2010), Grant et al (2008), Goodman (2009) and Neubert and Binko (2007) are studies related to the sixth theme. This theme applies to the effort of teachers to apply formal and informal assessment and to understand diverse environment which enables them to create teaching moments that will meet students’ needs.

Seventh is respect to every individual which includes *moral responsibility and humility*. The theme applies for both teacher and students and teachers learning from his/her fellow teachers. This applies humility as a value that allows everyone to admit what he do not know and what he / she can learn from others.

Most themes found parallels between studies and literature review. As Berger (2003) mentioned “excellence is born from a culture.” The Institute for Excellence and Ethics on their paper “Developing the Culture and Competencies of Excellence & Ethics” discussed that every classroom, family, team or organization has a unique way for doing things on a “very specific way for a specific reason” ensuring that the norms, habits and behaviors are pervasive throughout the organization. Grant supports that culture of excellence is imprinted; not just for technical reasons or for functionally fulfilling the core missions but rather “that organizational habits that address towards the fulfillment of the mission.”

Conclusion

The participants are defining the essence on the prevalence of a culture of excellence in a PAASCU Accredited school as life – long process, tedious and engaging. For them, the engagement of every singular person under the canopy of the institution is a must to attain its goals ascertain by its vision, inscribed by its vision and materialized by its objectives. A culture of excellence is a demanding endeavour that can happen to every particular individual inside the classroom or offices. A culture of excellence is a challenging venture that only the optimistic, hard – working and dedicated could light its might torch. A social structure is a component of excellence in which the vivacious workforce is inside and everyone shared one common goal. Despite cultural pluralism, a workforce vested with a multitude of individual differences will never undermine its odyssey to success. Culture of excellence doesn't only happen in a rich society, it can also emerge because a thousand dedicated and hardworking individuals are present under its umbrella. Once already started, excellence will happen naturally and will become a natural part of goals and undertakings. Excellence could not just happen inside the principal's office or in the faculty room, the canteen manager can also take part in the emerging culture of excellence. A student who was once problematic in his behavior yet has seen the right way can be a mighty part of the growing culture of excellence. They can, always, be a part of the puzzle that will build and complete the emergence of a culture of excellence. A teacher who dreamed and strived hard to finish his graduate studies is certainly living the tenets of excellence.

Recommendation

After the data triangulation and the extraction of essences, a follow up must be made every 3 years to determine the consistency of the themes (essences) in this study. Since this is a qualitative study, there may be changes on the prevailing themes brought by “live experiences.” It may have the current themes consistent after 3 years or may discover new contributing themes. Furthermore a quantitative study may contribute to the understanding of leadership styles using the themes.

• • •

References

- Berger, R. (2003). *An Ethic of Excellence*. Portsmouth, NH: Heinemann.
- Bergstorm, R. H. (2004). *Serving to Learn, Learning to Serve. A Phenomenology of Service Learning*. University of Idaho. USA
- Colaizzi, P. (1978). Psychological research as the phenomenologist views it. In R. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 48-79). New York: Oxford University Press.
- Chickering, A. W & Gamson Z. F. (1999). *Development and adaptations of the Seven Principles for Good Practice in Undergraduate Education. New Directions for teaching and learning*. San Francisco, CA: Josey – Bass.
- Creswell, J. (2009). *Research Design: Qualitative, quantitative and mixed methods*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.
- Grant, G. (1985). *Schools that make an imprint: Creating a strong positive ethos, Challenge to American Schools: The case for standards and values*. New York: Oxford University Press.
- Grant, L., Stronge, J. H., & Popp. P. (2008) *Effective Teaching of at-risk / highly mobile students*. U.S Department of Education. NCHE.
- Gauuan, J. (2011). *Developing a Culture of Excellence*. Alders Gate College. Nueva Viscaya.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Beverly Hills, CA: Sage.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, California: Sage Publishing.

- Newbert, G. & Binko, J. B. (2007) Characteristics of STAR Secondary Social Studies Teachers. Relating to Theory to Reality. *Social Studies Research and Practice*, 2, 358-366.
- Pratt, D. D., & Associates (2002). *Five perspectives on teaching in adult and higher education*. Malabar, FL: Krieger Publishing.
- Scott, R. L. (2000). *Creating: A phenomenological study proposal*. Unpublished manuscript, University of Idaho at Idaho Falls.
- Seidman, T. E. (1991). *Interviewing as qualitative research: A guide for researchers in education and the Social Sciences*. New York: Teachers College Press
- Swartz, R. A. (2010). *Defining Teaching Excellence: A Phenomenological Study of Seven Nationally Recognized Secondary Educators*. Unpublished dissertation, University of Nebraska.
- The Institute for Excellence & Ethics. (2011). *Developing the Culture and Competencies of Excellence & Ethics*.

Focus and Scope of the Journal

The **ASEAN Teacher Education Journal (ASTEN Journal)** is the flagship publication of ASTEN, a multidisciplinary peer-refereed international journal that will serve as the main platform by which the network's initiatives are made known to the academic community. It is expected to provide a scholarly forum on the dynamics of teacher education and the current initiatives of AsTEN member institutions in the areas of research and publication, scholarship of teaching, teacher education leadership, curriculum and pedagogy, reciprocity program, quality assurance and harmonization of standards and other relevant topics which continue to shape and redefine teacher education in the ASEAN region.

The **ASEAN Teacher Education Journal (ASTEN Journal)** is the flagship publication of ASTEN, a multidisciplinary peer-refereed international journal that will serve as the main platform by which the network's initiatives are made known to the academic community. It is expected to provide a scholarly forum on the dynamics of teacher education and the current initiatives of AsTEN member institutions in the areas of research and publication, scholarship of teaching, teacher education leadership, curriculum and pedagogy, reciprocity program, quality assurance and harmonization of standards and other relevant topics which continue to shape and redefine.

Aims

The AsTEN Teacher Education Journal will provide the forum for scholarly discussion on important topics in teacher education. It shall also promote for the advancement of teacher education in the ASEAN region and the world.

1. Advance research and teaching scholarship on various areas in teacher education through publication.
2. Increase AsTEN's network visibility in the ASEAN region and in the world.

3. Foster greater cooperation on knowledge generation, enrichment, dissemination and utilization among member institutions.
4. Promote greater understanding and appreciation of the richness and diversity of ASEAN cultures.
5. Bridge gaps, anticipate challenges and create the future context in teacher education.

Focus and Scope

ASTEN Journal is a bi-annual publication that will cover an extensive array of relevant and emerging topics and issues in teacher education. It will bring to the fore, significant findings and contributions on teacher education that will lead to better understanding of the dynamics of education contexts and empower teacher education institutions. Topics falling under any of the suggested teacher education themes below may be included for publication:

1. Teaching and Learning Innovations

It will bring to the fore current initiatives and proposed innovations in teaching and learning as it covers empirical studies and theoretical analyses that seek to address challenges related to curricular programs, pedagogical model practices, learning modalities, classroom management, assessment of learning outcomes, advancements in educational technology and product development.

2. AsTEN Teacher Education Leadership

This section covers scholarly studies that address management and leadership trends and challenges in teacher education. It will also highlight best practices on capacity building and teacher education leadership that will pave for broader understanding and greater cooperation among ASEAN Teacher Education Institutions.

3. Internationalization

This theme includes current efforts and explorations on standards harmonization and internationalization and high impact studies on international rankings and global benchmarking. Internationalization in teacher education may include harmonization of quality assurance systems, teacher quality and qualification standards. It may cover interventions that address challenges of cultural diversity and strategies to strengthen ASEAN regional and international collaborations. This theme also highlights strategic endeavours of ASEAN Teacher Education Institutions that will set the benchmarks for 21st century Teacher Education in Asia.

4. Teacher Education and Society

This theme covers research studies that address significant issues on the changing context of teacher

education based on the dynamics of the economic, social, cultural and political factors. It welcomes studies that explore the current social contexts of education and move beyond the challenges of the current contexts for continuing growth and development of teacher education as a discipline.

5. Emerging Areas in Teacher Education

This covers research on emerging trends, values and norms in educational system. It may include cognition and brain-based research, East Asian pedagogies, equity and inclusivism in teacher education in the ASEAN region.

• • •

Instruction to Authors

Files should be in MS Word format only. Figures and tables should be embedded and not supplied separately. Please make sure that you use as much as possible normal fonts in your documents. Special fonts, such as fonts used in the Far East (Japanese, Chinese, Korean, etc.) may cause problems during processing. To avoid unnecessary errors you are strongly advised to use the 'spellchecker' function of MS Word.

Article Structure

All intending authors must register at The Normal Lights' online platform: <http://po.pnuresearchportal.org/ejournal/index.php/asten>. If you are already enrolled as an author, you may simply log in and begin the submission process.

Articles should be prepared in the following order:

Title. Concise and informative. Titles are often used in information-retrieval systems. Avoid abbreviations and formulae where possible. The title is not more than 12 words and be written with 16 font size and centered.

The title page should include:

A concise and informative title

The name(s) of the author(s)

The email address of the corresponding author

The affiliation(s) and address(es) of the author(s)

Abstract. The abstract is a summarization or synopsis of the complete document, written in one paragraph, which should include these elements: Purpose, methods, results, conclusions and recommendations.

The abstract should be between 100-150 words. It must be in 10 point Times New Roman, italics, justified horizontal alignment and double spaced. The first line of the abstract must not be

indented from the rest of the text. One double space, 10 point Times New Roman, separate the abstract and the author's email and the first section of the article.

Abstract Writing Style

- Use specific words, phrases, concepts, and keywords from your paper.
- Use precise, clear, descriptive language.
- The abstract should be written with correct English-language grammar and spelling.
- Write from an objective, rather than evaluative, point of view.
- Define unique terms and acronyms the first time used.
- Write one paragraph, from 100 to 150 words in length and be written with 10 font size.
- Use complete sentences.
- Use verbs in the active voice.

Keywords: Immediately after the abstract, provide a maximum of 5 keywords be written with 10 font size.

Key Elements of an Article:

1. **Introduction:** to explain the theoretical background, related research, the practical applications and the nature and purpose of the article.
2. **Methodology:** Method section that describes the participants (e.g., demographics, selection criteria, and group assignment), the materials (e.g., task[s], equipment, instruments, including a discussion of their validity and reliability, if appropriate), and the procedures employed in the study such as treatment(s) and data analysis.
3. **Results (findings) and discussion:** Results should be clear and concise. Discussion should explore the

significance of the results of the work, not repeat them. A combined Results and Discussion section is often appropriate. Avoid extensive citations and discussion of published literature.

4. **Conclusion and recommendations:** The main conclusions of the study may be presented in a short Conclusions section, which may stand alone or form a subsection of a Discussion or Results and Discussion section. You may suggest for further researches and practical applications.

(Authors may deviate from the aforesaid key elements as subsections when doing/writing a qualitative research. But in principle the four elements are still in this article.)

Acknowledgements (when appropriate): Collate acknowledgements in a separate section at the end of the article before the references and do not, therefore, include them on the title page, as a footnote to the title or otherwise. List here those individuals who provided help during the research (e.g., providing language help, writing assistance or proof reading the article, etc.) and sponsors.

Formatting your document

The manuscript should have a title followed by an abstract consisting of 150-200 words that summarizes the purpose, methods and results of the study, with 3-4 key words. The maximum length of a submitted article is eight pages or about 4,000-6,000 words excluding the title, authors' information, list of references and abstract.

The text may be divided into four parts which are the following: 1. Introduction/ background of the study; 2. Methodology; 3. Results and Discussion; and 4. Conclusion and Recommendations.

Section heading should have a font size of 11, bold-faced, Calibri font while the main text should be typed using font size 9 Calibri, with justified horizontal alignment, double spaced and with 1.5 left and 1.0 right margins. The first line of all paragraphs does not need to be indented.

Figures and tables must be consequently numbered in Arabic and titles or labels typeset in 8 point Calibri. In-text citation and bibliography are presented using the APA Style. Please refer to the APA Publication Manual for detailed procedures and examples.

Reference List

The list of references must be comprehensive, as it includes all pertinent information about the sources of ideas and arguments. Author's name and initial must not be followed by a comma and a full stop (period), respectively. Period separates entries like author's names, year of publication, title of article or books, journals and books must be italicized. Electronic sources must include dates of access and site addresses. (Please refer to the APA Publication Manual for way of citing references.) Examples are as follows:

Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers, and newsletters.

General reference form:

Author, A. A., Author, B.B., & Author, C.C. (year). Title of article. *Title of Periodical*, xx, pp-pp. doi:xx.xxxxxxxxxxxxxxxxxx

Journal article with DOI

Herbst-Damm, K.L., & Kulik, J.A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. Doi: 10.1037/0278-9133.24.2.225

Journal article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G.,... Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi: 10.1080/14622200410001676305

Journal article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.ph./ejap>

Magazine article

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well-being: Occupational health psychologists convene to share their research on work, stress, and health. *Monitor on Psychology*, 39(5), 26-29.

Online magazine article

Clay, R. (2008, June). Science vs. ideology. Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor/>

Newsletter article, no author

Six sites meet for comprehensive anti-gang initiative conference. (2006, November/December). *OJJDP News @ a Glance*. Retrieved from http://www.ncjrs.gov/html/ojjdp/news_at_glance/216684/topstory.html

Newspaper article

Scwarz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

- Precede page numbers for newspaper articles with p. or pp.
- If an article appears on discontinuous pages, give all page numbers, and separate the numbers with comma (e.g., pp. B1, B3, B5-B7).

Online newspaper article

Brody, J. E., (2007, December 11). Mental reserves keep brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>.

Editorial without signature

Editorial: "What is a disaster" and why does this question matter? [Editorial]. (2006). *Journal of Contingencies and Crisis Management*, 14, 1-2.

Online-only supplemental material in a periodical

Marshall-Pescini, S., & Whitten, A. (2008). Social learning of nut-cracking behavior in East African sanctuary-living chimpanzees (*Pan troglodytes schweinfurthii*) [Supplemental material]. *Journal of Comparative Psychology*, 122, 186-194. Doi: 10.1037/0735-7036.122.2.186.supp.

When DOIs are assigned, use them as noted in the examples that follow.

For an entire book, use the following reference formats:

Author, A. A. (1967). *Title of work*. Location: Publisher.

Author, A. A. (1997). *Title of work*. Retrieved from <http://www.xxxxxxx>

Author, A. A. (2006). *Title of work*. Doi: xxxxx

Editor, A. A. (Ed.). (1986). *Title of work*. Location: Publisher

For a chapter in a book or entry in a reference book, use the following formats:

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp. xxx-xxx). Location: Publisher.

Author, A. A., & Author, B. B. (1993). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp. xxx-xxx). Retrieved from <http://www.xxxxxxx>

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.), *Title of the book* (pp. xxx-xxx). doi: xxxxxxxxxxxxxxxx

• • •

APA 6th Edition Format for Basic Citation

Type of Citation	First Citation in text	Subsequent citations in text	Parenthetical format, first citation in text	Parenthetical format, subsequent citations in text
One work by one author	Walker (2007)	Walker (2007)	(Walker, 2007)	(Walker, 2007)
One work by two authors	Walker and Allen (2004)	Walker and Allen (2004)	(Walker& Allen 2004)	(Walker & Allen 2004)
One work by three authors	Bradley, Ramirez and Soo (1999)	Bradley et al. (1999)	(Bradley, Ramirez & Soo 1999)	(Bradley et al., 1999)
One work by four authors	Bradley, Ramirez, Soo, and Walsh (2006)	Bradley et al. (2006)	(Bradley, Ramirez, Soo, & Walsh 2006)	(Bradley et al., 2006)
One work by five authors	Walker, Allen, Bradley, Ramirez, and Soo (2008)	Walker et al. (2008)	(Walker, Allen, Bradley, Ramirez, & Soo 2008)	(Walker et al., 2008)
One work by six or more authors	Wasserstein et al. (2005)	Wasserstein et al. (2005)	(Wasserstein et al.,2005)	(Wasserstein et al.,2005)
Groups (readily identified through abbreviation) as authors	National Institute of Mental Health (NIMH 2003)	NIMH (2003)	(National Institute of Mental Health NIMH 2003)	(NIMH 2003)
Groups (no abbreviation) as authors	University of Pittsburgh (2005)	University of Pittsburgh (2005)	(University of Pittsburgh, 2005)	(University of Pittsburgh, 2005)

APA 6th Edition Format for References

Examples by type

7.01 Periodicals

Periodicals include items published on a regular basis such as journals, magazines, newspapers and newsletter.

General reference form:

Author, A. A., Author, B. B., & Author, C. C. (year).
Title of article. *Title of Periodical*, xx, pp-pp.
doi:xx.xxxxxxxxxxxx

1. Journal Article with DOI

Herbst-Damm, K. L., & Kulik, J. A. (2005). Volunteer support, marital status, and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi: 10.1037/0278-6133.24.2.225

2. Journal Article with DOI, more than seven authors

Gilbert, D. G., McClernon, J. F., Rabinovich, N. E., Sugai, C., Plath, L. C., Asgaard, G., . . . Botros, N. (2004). Effects of quitting smoking on EEG activation and attention last for more than 31 days and are more severe with stress, dependence, DRD2 A1 allele, and depressive traits. *Nicotine and Tobacco Research*, 6, 249-267. doi: 10.01080/14622200410001676305

3. Journal Article without DOI (when DOI is not available)

Sillick, T. J., & Schutte, N. S. (2006). Emotional intelligence and self-esteem mediate between perceived early parental love and adult happiness. *E-Journal of Applied Psychology*, 2(2), 38-48. Retrieved from <http://ojs.lib.swin.edu.au/index.php/ejap>

Light, M. A., & Light, I. H. (2008). The geographic expansion of Mexican immigration in the United States and its implications for local law enforcement. *Law Enforcement Executive Forum Journal*, 8(1), 73-82

4. Magazine Article

Chamberlin, J., Novotney, A., Packard, E., & Price, M. (2008, May). Enhancing worker well being: Occupational health psychologists convene to share their research on work, stress and health. *Monitor on Psychology*, 39(6). 26-29

5. Online Magazine Article

Clay, R. (2008, June). Science vs. ideology: Psychologist fight back about the misuse of research. *Monitor on Psychology*, 39(6) Retrieved from <http://www.apa.org/montior>

6. Newsletter Article, no author

Six sites meet for comprehensive anti-gang initiative conference (2006, November/December). *OJJDP News@ a Glance*. Retrieved from http://www.ncjrs.gov/html/ojdp/news_at_a_glance/216684/topstory.html

7. Newspaper article

Schwartz, J. (1993, September 30). Obesity affects economic, social status. *The Washington Post*, pp. A1, A4.

- Precede page numbers for newspaper articles with p. or pp.
- If an article appears on discontinuous pages, give all page numbers, and separate the numbers with a comma (e.g., pp. B1, B3, B5-B7)

8. Online newspaper article

Brody, J. E. (2007, December 11). Mental reserves brain agile. *The New York Times*. Retrieved from <http://www.nytimes.com>

9. Editorial without signature

Editorial: "What is a disaster" and why does this question matter? [Editorial] (2006). *Journal of Contingencies and Crisis Management*, 14, 1-2

10. Online only supplemental material in a periodical

Marshall-Pescini, S. & Whiten, A. (2008). Social learning of nut-cracking behavior in East African Sanctuary-living chimpanzees (*Pan troglodytes schweinfurthii*) [Supplemental Material]. *Journal of Comparative Psychology*, 122, 186-194. Doi:10.1037/0735-7036.122.2.186.supp

When DOI's are assigned, use them as noted in the examples that follow. For an entire book, use the following reference formats:

Author, A. A (1967). Title of work. Location: Publisher.

Author, A. A (1997) Title of work. Retrieved from <http://www.xxxx>

Author, A. A (2006) Title of work. doi:xxxxx

Editor, A. A (Ed.). (1986) Title of work. Location:Publisher

For a chapter in a book or entry in a reference book, use the following formats

Author, A. A., & Author, B. B. (1995). Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds), Title of book (pp. xxx-xxx) Location: Publisher

Author, A. A., & Author B. B (1993) Title of chapter or entry. In A. Editor & B. Editor (Eds) Title of book (pp. xxx-xxx) Retrieved from <http://www.xxxx>

Author, A. A., & Author B. B (1993) Title of chapter or entry. In A. Editor, B. Editor, & C. Editor (Eds.) Title of book (pp. xxx-xxx). doi:xxxxxxxx

• • •

Publication Ethics

Publishing an article in a peer-reviewed journal is a very critical task in disseminating knowledge. In a peer-reviewed journal, the accuracy of publication is expected from authors to be observed in the course of evaluating papers that are submitted. Thus, ethical conduct is anticipated for all parties involved in the publishing process: the author, the journal editor, the peer reviewer and the publisher.

Duties of Authors

Reporting standards

In original empirical articles, authors must submit accurate description of the procedures implemented and the goals and objectives for purposely performing such works. All data should be openly stated in the paper together with the specific details and sources to guarantee replicability of the research in the future. Inaccurate or falsified claims in submitted manuscripts would intone ethical publication violations.

Originality and plagiarism

Mandatory to contributors or authors to properly cite and quote literature sources that they used in framing their research articles. Plagiarism is an unethical publishing behavior and is unacceptable. This act may be manifested in variety of ways such as using another's paper as the author's own paper, intentional or unintentional copying or paraphrasing parts of another's paper without citation, claiming results from research conducted by others..

Redundant or concurrent publication

Authors should not submit for consideration in another journal a previously published paper. Contributors should not in general publish manuscripts describing basically the same research in more than one journal or primary publication. Submitting the same manuscript to more than one journal concurrently institutes unethical publishing behavior and is unacceptable.

Acknowledgement of sources

Proper citation and acknowledgment of the work of others must always be observed. Authors must see to it that they cite publications that have been influential in determining the nature of the stated work. Secure written consent from the source when reporting information obtained privately, as in conversation, correspondence, or discussion with third parties. Information obtained in the course of confidential services, such as refereeing manuscripts or grant applications, must not be used without the explicit written permission of the author of the work involved in these services.

Authorship of the paper

Authorship should be limited to those who have significantly contributed to the conception, design, execution, or interpretation of the reported study. Individuals who have made significant contributions should be listed as co-authors. Others who have participated in certain substantive aspects of the research project may be acknowledged or listed as contributors. The corresponding author should ensure that all co-authors have seen and approved the final version of the paper and have agreed to its submission for publication.

Disclosure and conflicts of interest

All authors should disclose in their manuscript any financial or other substantive conflict of interest that might be construed to influence the results or interpretation of their manuscript. All sources of financial support for the project should be disclosed. Examples of potential conflicts of interest which should be disclosed include employment, consultancies, stock ownership, honoraria, paid expert testimony, patent applications/registrations, and grants or other funding. Potential conflicts of interest should be disclosed at the earliest stage possible, and must be communicated to the editor in the cover letter when sending the manuscript at the first time.

Fundamental errors in published works

It is the author's obligation to promptly notify the journal editor or publisher and cooperate with the editor to retract or correct the paper when an author discovers a significant error or inaccuracy in his/her own published work. Third party information to the editor or the publisher that a published work contains a significant error may institute prompt retraction or correction the paper by the authors. Or they will be asked to provide evidence to the editor of the correctness of the original paper.

Duties of editors

Publication decisions

It is the responsibility of the editor of a peer-reviewed journal to decide which of the articles submitted to the journal should be published. Editor's decision must always be driven by the following:

- Validation of the work in question and its importance to researchers and readers.
- Policies of the journal's editorial board and constrained by such legal requirements as shall then be in force regarding libel, copyright infringement and plagiarism and shall guide the
- Manuscript evaluation reports of peer reviewers or editorial board members.

Fair play

It is expected that an editor would evaluate manuscripts for their intellectual content regardless of race, gender, sexual orientation, religious belief, ethnic origin, citizenship, or political philosophy of the authors. Double blind reviews will be effected to guarantee no biases in the process of evaluating manuscripts. In this form of review, referees are not aware of the author's personal and professional profile, the same way as the authors will not be given information regarding the referee's identity.

Confidentiality

The editor and any editorial staff must not disclose any information about a submitted

manuscript to anyone other than the corresponding author, reviewers, potential reviewers, other editorial advisers, and the publisher, as appropriate.

Disclosure and conflicts of interest

Unpublished materials disclosed in a submitted manuscript must not be used in an editor's own research without the express written consent of the author. Information or ideas obtained through peer review must be kept confidential and not used for personal advantage. Editors should recuse themselves (i.e. should ask a co-editor, associate editor or other member of the editorial board instead to review and consider) from allowing for manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, or (possibly) institutions connected to the papers. Editors should entail all contributors to reveal relevant competing interests and circulate corrections if competing interests are discovered after publication. If needed, other appropriate action should be taken, such as the publication of a retraction or expression of concern.

Duties of reviewers

Contribution to editorial decisions

Peer review process assists the editor in making editorial decisions. It is also used, through the editorial communications with the author, to assist the author in improving the paper. Peer review is an indispensable component of formal scholarly communication, and lies at the heart of the publication process.

Promptness

Any selected referee should notify the editor and excuse himself from the review process if he/she feels unqualified to review the research reported in a manuscript or knows that its prompt review will be impossible.

Confidentiality

All submissions received for review must be treated as confidential documents. Manuscripts and articles must not be shown to or discussed with others except as authorized by the editor.

Standards of objectivity

Reviews should be conducted objectively. Personal criticism of the author is inappropriate. Reviewers should clearly express their views with supporting arguments.

Disclosure and conflict of interest

Unpublished materials disclosed in a submitted manuscript must not be used in a referee's own research without the express written consent of the author. Information or ideas obtained through peer review must be kept confidential and not used for personal advantage. Referees should recuse themselves (i.e. should ask a co-editor, associate editor or other member of the editorial board instead to review and consider) from allowing for manuscripts in which they have conflicts of interest resulting from competitive, collaborative, or other relationships or connections with any of the authors, companies, or (possibly) institutions connected to the papers.

References:

Publication Ethics and Publication Malpractice Statement (based on Elsevier recommendations and COPE's Best Practice Guidelines for Journal Editors). Retrieved from <http://academypublisher.com/ethics.html> [2015-9-27]

Issues concerning Open Access publication have been derived from PLOS Editorial and Publishing Policies. Retrieved from <http://www.plosone.org/static/policies.action> [2015-9-27]

(Most of the listed guidelines were derived from the Publication Ethical Guidelines of Academy Publisher, Elsevier, and OmniaScience).

• • •

Peer Review Process

The Editorial Board will develop the guidelines and mechanics for the review, submission and acceptance of manuscripts submitted for publication. However, the initial guidelines herein presented may serve as ready reference for discussion. The content of the maiden issue will be taken from the papers presented during the ASEAN Teacher Education Conference in 2014.

Criteria for Publication

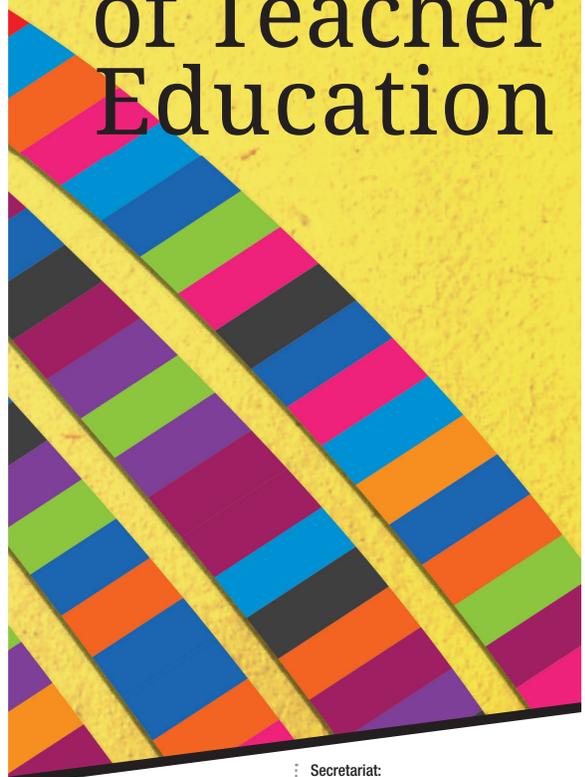
Preference is given to articles that are aligned to the identified themes of the Journal. It is expected that the submitted article follows the prescribed manuscript format and submission procedures. There is evidence that the article is scholarly written, discusses a timely topic, and could connect to the target readership audience of the journal.

Review Mechanics

- a. Submitted manuscript will be subject to anti-plagiarism test as initial evaluation by an editorial board member.
 - b. The technical requirements which include format and intelligibility as well as content qualifications like alignment to the theme, relevance, originality and impact must be adequately met before the article could be considered for in-house review by the associate editors assigned in the theme where the submitted article is classified under.
 - c. The article is then endorsed to the associate editors and two specialists for in-depth review. Review process normally takes about 21 days.
 - d. Authors will be notified of the results of the review which may be:
 - a). Accepted without revisions;
 - b) accepted with minor revisions;
 - c). accepted with major revisions; and
 - d). non-acceptance or rejection of submitted article.
 - e. Authors are required to respond to the reviewers' comments and suggestions and submit their revised article on a specified date. Associate editors will then check how accurately the comments and suggestions were responded to.
 - f. A decision letter on the acceptance or non-acceptance of the paper will be sent to the authors.
- • •



AsTEN Journal of Teacher Education



Secretariat:



PHILIPPINE NORMAL UNIVERSITY
National Center for Teacher Education
Taft Avenue, Manila, Philippines
Telefax: (632) 336-7769

AsTEN Journal of Teacher Education

ISSN 2467-7825

CALL FOR ARTICLES

INFORMATION FOR AUTHORS

- Contributors for the 2017 issue may electronically submit their manuscripts at <http://po.pnuresearchportal.org/ejournal/index.php/asten> for publication consideration on or before July 30, 2016.
- The article must be in MS Word format and according to the style guidelines. Please visit the aforementioned website for details.
- Article length is 4000 to 6000 words and an abstract of about 100 to 150 words with 3-4 key words.
- Submissions should be accompanied with the author/s' brief (three to five sentences) bio-note which should include author/s' institutional position or affiliation, email address for correspondence.
- Submitted articles undergo initial review by an Editorial board to establish significance and technical soundness of the paper.
- When accepted, manuscripts are then subjected to double blind review.
- It is the author's responsibility to secure permission for the use of copyrighted materials.

About the Journal

A peer- refereed international journal that serves as the main platform by which the network's initiatives are made known to the academic community. It is a bi-annual publication that will cover an extensive array of relevant and emerging topics and issues in teacher education. Topics falling under any of the suggested teacher education themes may be included for publication: 1) Teaching and Learning Innovations; 2) AsTEN Teacher Education Leadership; 3) Internationalization; 4) Teacher Education and Society; and 5) Emerging Areas in Teacher Education.

For inquiries or subscription please email:

publications.office@pnu.edu.ph

Or call 3171768 local 530



ISSN No.: 2467 - 7825