COLD STORAGE SYSTEM IN BENGUET: ITS BENEFITS AND IMPLICATIONS TO AGRICULTURAL DEVELOPMENT

CANUTO, JAKE ALISON L. (PhD Agricultural Education, April 2008)
DOMINADOR S. GARIN, Ph.D., Adviser

This study aimed to determine the benefits and implications to agricultural development of the cold storage system in Benguet. The beneficiaries were composed of 20 each of the farmers, staffs, traders, farmer – traders, and laborers who were directly involved in using the cold storage system. The findings show that the greatest number of users of the cold storage system ranges in age from 36 – 40 years old. The majorities are males and are married. Furthermore, most of them are college graduates. The study found out that the perceptions of the beneficiaries on the extent of management of using the cold storage system along planning, leading/coordination and evaluation significantly differs and they rated as high extent. Perceived physical factors that affect the extent of management of the cold storage system is the accessibility to the market according to the users. As to the internal environmental factors, having a good and honest officers and management staff are important in order to be satisfied with the management of the cold storage system. However on the economic, social, cultural and external factors, no significant differences were observed among the user of the cold storage system. As to the level of satisfaction of farmers, staffs, traders, farmer–traders and laborers using the cold storage system especially on evaluation are very much satisfied. According to them, continuous evaluation should be done in order to take note of the progress of the project and to know weaknesses for revisions in order to insure success of the project. As a whole, the users’ perceptions as to the extent of benefits derived from using the cold storage system is very much beneficial. They differ in their perceptions on the extent of benefits they derived in using the cold storage system.

READING INSTRUCTION IN GRADE 1 IN BAGUIO CITY AND BENGUET

CAWAING, DIVINA A. (PhD Educational Management, May 2008)
MARY JANE L. LARUAN, Ph.D., Adviser

The study determined the Grade 1 reading competencies, effectiveness of techniques utilized, contribution of factors to effective reading instruction, performance of pupils along reading competencies, problems encountered by teachers, and possible suggestions for effective reading instruction.

Along competencies, the findings show that the following were highly attained: identify the things that are similar/different in a given set of objects, letters and words, recognize words that rhyme, recognize words through structural analysis, associate name of objects with their printed symbols, tell what the picture or series of pictures is all about, select appropriate heading for a set of related pictures and words, answer wh – questions, sequence events in a series of pictures, and perceive relationship as to function and part-whole. Moderately attained are increase one’s vocabulary, select appropriate heading for a set of phrases and sentences, identify the setting, character and events in the story, sequence events in the story, predict outcome, infer character traits, and infer what happens after and before an event.

Techniques found to be very effective are picture clues and visual clues. The effective techniques are memory, structural analysis, teaching vocabulary, and reading comprehension. The factors which contributed much to effective reading instruction are classrooms which are conducive to learning, coordination wholly with parents, supportive parents, textbooks, audio visual aids, workbooks, visual aids, charts, and flash cards. As to the reading performance of pupils, they are excellent along select appropriate
heading for a set of related pictures. Moreover, they are very satisfactory in identifying the things that are similar/different in a given set of objects and letters, select appropriate heading for a set of related words and sentences, and identify the setting, character and events in the story. However, they are below satisfactory along infer the traits of character and infer what happens before and after an event. Finally, they need improvement along sequence events in a story. The following are the problems encountered: 50 pupils per class, lack of follow-up by parents, poor study habits of pupils, entrance age of pupils, lack of interest of pupils to read, absenteeism, and textbooks do not cater to the needs of pupils.

Suggestions to effective reading instruction, are the following: provision of disposable workbooks, introduction of phonics to pupils by teachers, supportive parents, provision of teaching guides, inculcate love for reading among Grade I pupils, entrance age of pupils should be seven, remedial reading, textbooks should cater to the needs of pupils, and pupils should avoid absenteeism.

THE TEACHING-LEARNING EXPERIENCES OF STUDENTS WITH DIVERSE BACKGROUNDS IN THE STATE UNIVERSITIES AND COLLEGES IN NORTHERN PHILIPPINES

CUYAN, AURORA S. (PhD Educational Management, October 2008)
LEONILA R. SITO, Ph.D., Adviser

This normative descriptive investigation ascertained the teaching-learning experiences of students with diverse background in the State Universities and Colleges in Northern Philippines. Specifically, it determined the comparative perception of students, teachers, and administrators with regards the learning experiences of students, the felt consequences of diversity, the differences in the perceived teaching-learning experiences between administrators, teachers and students, the extent of implementing institutional & instructional practices in relation to students’ diverse background, problems encountered in the teaching-learning students, and comparisons in the perceptions of stakeholders in the problems encountered.

Collectively, 569 students, 275 teachers and 55 administrators were randomly generated. The computation of percentages, weighted mean scores, and simple ranking were employed. To test the hypotheses, the Analysis of Variance was used and when the computed F-values proved significant, the test of Least Significance Differences identified the specific significant differences. Data were interpreted at the 0.05 level of confidence.

Salient findings were: 1) The student-respondents rarely encountered unfavorable teaching-learning experiences in relation to their ethnic, gender, scholastic abilities, religion and socio-economic status. 2) On the comparison on extent of teaching-learning experiences along identified student variables: a) female respondents were more negatively affected along the teaching-learning treatment compared to the males; b) students of average abilities perceived significantly unfavorable experiences compared to those of poor and above average abilities; c) Roman Catholics significantly reported negative treatment along religious issues than the non-Catholics; d) middle class students perceived significantly untoward treatment than those in high and low socio-economic status; e) non-Cordillerans experienced significantly unfavorable treatment along scholastic abilities and; f) those from Region I and CAR significantly experienced negative treatment than those from Region II along ethnic differences and religion while those from CAR reported significantly unwanted treatment along abilities. 3) The respondents generally felt positive personal, social and academic effects in relation to their diverse background. 4) The Teacher Training Institutions in State Universities and Colleges in the Northern Philippines greatly implemented practices related to the admission, classroom instruction, classroom management and teachers’ qualities towards students of diverse background. However, the students disagreed with the administrators and teachers’ perception on the extent of implementing of such practices. 5) Problems related to the management in teaching of students with diverse background along resources and teaching approaches/strategies were identified to be moderately serious.
THE PRACTICES OF MANAGEMENT ROLES
AT BENGUET STATE UNIVERSITY

DOLENDO, RUSSELL B. (PhD Educational Management, May 2008)
DOMINADOR S. GARIN, Ph.D., Adviser

The study looked into the practices of management roles in Benguet State University. Specifically, it determined 1) the management roles practiced at Benguet State University; 2) the perceived level of effectiveness of the management roles, and 3) the factors contributory to the practice of management roles. The study involved 31 respondents having managerial designations and 76 randomly selected subordinates in the different colleges and unit offices identified in the study. The descriptive survey method was used. A questionnaire was used to collect the data. Statistical tools used were frequency counts and weighted means while the t-test was used to determine significant differences and effects on the perception of respondents.

The management practices as compared to the level of management function and nature of service significantly differ. There are significant differences in the perceived level of effectiveness of the management roles; and when they are contrasted according to level of management, function/nature of service. The extent of effect of contributory factors: person and system factors to the practice of management roles significantly differ. These factors have significant differences when their extent of effect is compared between managers and subordinates.

Findings showed that: 1) Managers practice the essential management roles. 2) Managers play different roles, functions, and are required diverse skills. Different informational, decisional and interpersonal roles are practiced by both first and middle line managers in the academic and non-academic areas of the university. 3) The respondents recognize the effective practice of management roles at Benguet State University. 4) The extent of practice of management roles at Benguet State University is affected by person and system factors.

JOB PERFORMANCE, JOB SATISFACTION AND EDUCATION PROGRAMS
AMONG PERSONNEL OF LANDBANK
OF THE PHILIPPINES

OSBEN, DOLORES G. (PhD Educational Management, April 2008)
CARLOS P. LUMA-ANG, Ed.D., Adviser

Job performance and job satisfaction were evaluated to find out the relationship and significant difference of each aspect. The respondents were grouped to evaluate job performance and job satisfaction according to age, gender, civil status, tenure of service and individual performance-based awards received. Further, this study dealt with finding out the degree of seriousness of problems encountered in the implementation of individual performance based awards and the level of need on the education/training programs offered by LandBank as perceived by respondent-employees. Most of the respondents are females and majority of them belongs to age bracket of 37 to 40, have been with the bank for 11 to 16 years and are married.

LandBank employees’ level of job performance is highly commendable. Performance of employees is not significantly affected by age, gender, civil status, tenure of service and awards received. Job satisfaction level of LandBank employees’ is moderate in all categories of economic; physical plant and facilities; and social aspect. The meaning of this result is that employees gave high regard to economic; physical plant and facilities; and social aspect as factors affecting their job satisfaction. Age is a determinant of job satisfaction. This implies that employees' satisfaction level on the above categories is influence by their age. Gender, tenure of service and awards received are not determinants of job satisfaction on all categories of economic, physical plant and facilities, and social aspect. While civil status was affected by economic aspect which means that civil status influences job satisfaction on economic aspect.

Correlating the level of job performance and job satisfaction, under economic aspect, job satisfaction does not necessarily affect job performance. Factors such as physical plant and facilities and
social aspect has strong relationship which affects job performance and job satisfaction. Respondents with high satisfaction level on physical plant and facilities and social aspect have high job performance. Comparing the rating of the degree of seriousness of problems, the result is serious. The meaning of this is that employees considered the problems encountered in the implementation of individual merit increase as factor affecting their job performance and job satisfaction. Employees gave a high level of need on the education programs offered by the bank. This implies that employees value advancement. When provided, level of job performance and job satisfaction will be higher.

INTEGRATION AND IMPLEMENTATION OF ENVIRONMENTAL EDUCATION IN THE PUBLIC ELEMENTARY CURRICULUM IN BAGUIO CITY

PASCUA, JORELYN S. (PhD Educational Management, October 2008)
DOMINADOR S. GARIN, Ph.D., Adviser

The study looked into the integration and implementation of environmental education in the public elementary education curriculum in Baguio City. Specifically, it determined 1) the environmental education (EE) contents and evaluation strategies used in the integration and implementation of environmental education in the public elementary education curriculum; 2) the extent of implementation and attainment of the objectives (cognitive, affective and psychomotor) and programs; 3) the extent of effect of the integration of the environmental education activities; and, 4) the extent of effect of the various factors affecting the extent of implementation and attainment of the objectives and programs as they are integrated in the public elementary education curriculum in Baguio City. The study involved the lone division science supervisor, nine school heads/principals, and 80 science teachers. However, the science supervisor and school heads/principals were counted in the population of the science teachers since before reaching their positions, they once became teachers. There were also 350 pupil respondents of the study belonging to the sixth grade. The causal-comparative and descriptive research methods were used. Questionnaires were used to collect data. Statistical tools used were frequency counts and weighted means while the F-test was used to determine the significant differences and effects on the perception of the respondents.

Findings showed that: 1) The science teacher respondents perceived the contents and evaluation strategies used in EE to vary per grade level. 2) In general, the implementation of the objectives of EE is at moderate level. The teacher respondents perceived the implementation of the cognitive objectives and programs of EE as moderately implemented. While the pupil respondents perceived the implementation as significantly implemented. The attainment of the cognitive objectives as perceived by both science teacher and the pupil respondents is at the moderate level. The perceived implementation and attainment of affective objectives by the science teacher and pupil respondents is at significant level. It is further perceived by both groups of respondents that the implementation and attainment of the objectives under the psychomotor domain is at moderate level. The findings show that the implementation and attainment of all the objectives of EE appear to be not significant which mean that the pupils have internalized the environmental values shared by the science teachers as well as the school administrators. 3) As to the effect of the integration of various environmental activities, the respondents generally perceived that the effect is not significant at a moderate level. However, the science teacher respondents specifically believed that the effect of integration is at significant level. While the pupil respondents, is at moderate level. The EE activities that are perceived to have significant effects are: reading environmental-related issues, lecturing on environmental topics in the classroom, conducting school zoning, greening activities like tree planting; using an interdisciplinary approach, like using the Makabayan subjects during scientific field of study; segregating waste management (bio and non-biodegradable); and, recycling the garbage project. Perceived to have moderate effects are the following: conducting debates and small group discussions on environmental issues/problems; conducting research projects such as investigatory projects; inviting resource speakers to talk about environmental-related topics; conducting solving problem, simulation and role playing activities; showing nature videos and animations in the classroom, like sine eskwela; undertaking environmental projects with the community; attending public meetings and seminars regarding environmental issues; involving pupils in different environmental clubs or organization, like Science Club, YES-O; joining poster and slogan making contests related to environmental care; making environmental modification; and, making use of modern science equipment. The findings show a significant difference
between the perception of the teacher and pupil respondents. This is due to the various factors such as level of environmental knowledge and concerns acquired and experienced by the respondents. 4) There are three identified factors affecting the implementation and attainment of EE, namely; curriculum, psychosocial, and cultural practices. Both the curriculum and cultural practices factors are perceived to have a moderate effect in the implementation of EE in the public elementary education. The psychosocial factor is perceived to have a significant effect. Significant effects under the curriculum factor are: availability of curriculum materials, training of teachers on environmental education, availability of schoolyard habitat and outdoor classrooms, pupils’ interest in EE of the society in general, continuity of support from the government through DepEd and motivation of pupils’ participation in environmental activities. Perceived to have a moderate effect are; funds for EE training for teachers, availability of environmental experts to serve as consultant, priority given to EE matters, allocation of the government education program to support projects such as training workshops, fieldtrips and cost and difficulty of arranging transportation for field trips. Specifically, the pupils’ perception on the extent of effect of the curriculum factors is at the significant level, while the teacher respondents, moderate level. This is also true with the cultural practices where there are three identified practices such as: beliefs; ethnic group; and, norms. The pupil respondents believed that the extent of effect of each is at significant level except for the norms, at moderate effect. The teacher respondents perceived all to have a moderate effect. For the psychosocial factor, which is perceived to have significant effect in its implementation and attainment, under it, the perceived parts to have moderate effects are: educational attainment; influence of media; and, religious affiliation. While the attitude, awareness and knowledge, have significant effect.

**MUSICAL SKILLS OF TEACHERS IN BAGUIO CITY AND BENGUET PROVINCE**

**VILLAGRACIA, LIEZL B. (PhD Educational Management, May 2008)**
MARY JANE L. LARUAN, Ph.D., Adviser

The study determined the level of competency of teachers in teaching music along the following skills: singing, listening, creating, moving, reading and playing; and the correlation between the profile and level of competencies of teachers. The study also focused on the teaching approaches in music used by the teachers; the factors that affect the level of competency of the teachers and the musical activities and programs of the school to enhance their musical skills.

The findings showed that the teachers are competent in singing, listening and moving but fairly competent in creating or composing, reading (notes using the letter-names and solfa-syllables) and playing (piano or keyboard). There is a significant difference on the level of competencies of teachers and their profile in educational attainment, experience in teaching and experience in teaching music. The findings also showed that the teaching approaches used by the teachers, the round singing and the different rote methods in singing were used moderately while the modern approaches such as the Cone-Royt, Dalcroze, Kodaly, Orff and musical production were fairly used. The factors with great influence in the enhancement of the competencies of teachers were related to the unavailability of the musical equipment in the classroom like the piano or keyboard; the teachers were not knowledgeable on how to enhance some of the musical skills and too many students/pupils in a classroom. On the other hand, the factors with moderate influence were related to the many papers to check by the teachers; not knowledgeable on how to use some of the teaching approaches and unavailability of the CD or cassette player.

The activities and programs for teachers were fair in terms of the frequency of occurrence in their respective schools. The activities/programs were related to the seminar-workshop on enhancement of the musical skills teaching approaches; and benchmarking to the different schools that specialized in music education.
IMPLEMENTATION OF THE COMPETENCY-BASED TRAINING PROGRAM APPROACH IN THE TECHNICAL-VOCATIONAL SCHOOLS IN BAGUIO CITY

AMBRONA, JONALYN C. (MAEd Educational Administration & Supervision, October 2008)
MARY JANE L. LARUAN, Ph.D., Adviser

The study was conducted to determine the extent of implementation of the Competency-Based Training Program Approach (CBTPA) in the Technical-Vocational Schools in Baguio City, degree of the factors affecting the implementation of the CBTPA and degree of monitoring of TESDA on the implementation of the Competency-Based Training Program Approach. There were 60 respondents taken from the nine Technical-Vocational Schools in Baguio City. The study revealed a moderate implementation of the Competency-Based Training Program Approach in the Technical-Vocational Schools in Baguio City. The degree of the factors affecting the respondent’s implementation of the Competency-Based Training Program Approach is moderate. There is a significant difference in the degree of the factors affecting the respondent’s implementation as shown in the Friedman Rank Test at .05 level of significance. The degree of monitoring of TESDA on the implementation of the Competency-Based Training Program Approach is fair.

MANAGEMENT PRACTICES OF SCHOOL ADMINISTRATORS IN BAKUN, BENGUET

BAGAYAO, FERNANDO C. (MAEd Educational Administration & Supervision, April 2008)
MARY JANE L. LARUAN, Ph.D., Adviser

Considered in analyzing the status of Bakun public school administrators were the personal and professional profile of 14 school heads and 102 elementary school teachers; extent of application of the management practices as perceived by the school administrators and teachers themselves; and the differences between the teachers’ and school administrators’ perception on the application of the management practices.

The personal and professional profile of school administrators and teachers vary in terms of their age, civil status, highest educational attainment and length of service. The school administrators of Bakun District very much applied the different management practices. On the other hand, teachers also perceived that the school administrators very much applied coordinating and organizing practices. However, there are still inadequacies on the extent of their application in terms of planning, motivating, controlling, evaluating, and supervising. The results revealed that school administrators still need to improve their skills along these areas. In controlling practices, the perceptions of school administrators and teachers significantly differ. The administrators need to improve their practices along these areas.

DISCIPLINE APPROACHES UTILIZED BY SECONDARY SCHOOL TEACHERS IN BAGUIO CITY

CELINO, DANTE A. (MAEd Educational Administration & Supervision, May 2008)
MARY JANE L. LARUAN, Ph.D., Adviser

Classroom Management is one of the functions of teachers in any institution. Therefore, varied discipline is needed to maintain classroom conditions that will enable students to achieve their instructional objectives efficiently and that will enable the learners to learn. Effective classroom discipline approach is a major prerequisite to effective classroom management.

Teachers’ competence in the use of the discipline approaches is largely a function of their understanding of the dynamics of the different discipline approaches. There is no best approach to discipline of the learners but being able to continuously select and apply varied approaches desirable for
The study disclosed that: 1) Acceptance Approach was always utilized by the Secondary Teachers while Preventive Approach was the least utilized. In general, the degree of use of the discipline approaches significantly differ along the personal profile of the respondents and generally the discipline approaches are very much used. 2) Teachers significantly differ in their perceptions in the extent of use of the discipline approaches, if grouped according to age, civil status, gender, and years in service, Acceptance Approach still prevails as the always used approach in managing students while Assertive Approach and Preventive Approach are the least used. Educational qualifications do not affect the use of the disciplinary approaches. However, if grouped according to educational qualifications, Business Academic Approach is very much used while Preventive Approach is the least used. 3) The different approaches as perceived by the teacher were moderately effective. Business Academic Approach and Acceptance Approach are perceived as very effective while Group Managerial, Group Guidance, Success, Assertive, Behavioral Modification and Preventive Approaches were perceived as moderately effective. 4) The extent of the discipline approaches has significant differences with the extent of use of the discipline approaches among the teachers. Acceptance Approach and Business Academic Approach were perceived as advantageous when persistently used in developing behavioral repertoire.

MULTIPLE INTELLIGENCES AND LEVEL OF PERFORMANCE IN THE NATIONAL ACHIEVEMENT TEST OF THIRD YEAR STUDENTS IN BENGUET

DICOS, REYNALDO P. (MAEd Educational Administration & Supervision, April 2008)
MARY JANE L. LARUAN, Ph.D., Adviser

The objectives of this study were to determine the level of performance in the National Achievement Test in Math, Science and English and the multiple intelligences of the students. The study aimed also to determine the factors that affect the National Achievement Test (NAT) performance of the students and the differences in the perceptions of the school heads, teachers, and students on the degree of effect of the identified factors. The respondents of the study were 18 school heads, 99 teachers in Math, Science and English, and 1,113 third year students in randomly selected high schools in Benguet. To gather the needed data, survey-questionnaires and Multiple Intelligences Test were administered. The data were tabulated and analyzed using the Friedman's Test and Spearman's correlation test.

The findings reveal that the students in Benguet perform average mastery in English and Science and below mastery in Mathematics in the NAT during the school year 2006-2007. The students in Benguet have varied intelligences but their top three inclinations in decreasing order are interpersonal intelligence, natural intelligence, and linguistic intelligence. They are weak in logical-mathematical intelligence, bodily-kinesthetic intelligence, and intrapersonal intelligence. The NAT results and the multiple intelligences test results do not have any significant correlation. The identified factors-student level, teacher level, and school level, affect significantly the students’ NAT. The school heads, teachers, and students differ in their perceptions as to the effect of the student level factors and teacher factors on the NAT performance, but their perceptions do not differ on the effect of the school level factors.

READING COMPREHENSION APPROACHES OF GRADE V TEACHERS IN PUBLIC ELEMENTARY SCHOOLS OF BAGUÍO CITY

LAPEÑA, ROSELYN ANN C. (MAEd Educational Administration & Supervision, April 2008)
MARY JANE L. LARUAN Ph.D., Adviser

The study identified the level of teachers reading comprehension approaches. These approaches are: a) Gradual psychological unfolding approach, b) Directed reading thinking activity, c) Language experience approach and d) Dialogical thinking reading lesson. The study determined the approaches they use in teaching reading comprehension; and found the problems encountered by teachers in teaching
ABSTRACTS - College of Teacher Education

85

reading comprehension. The study consisted of 32 randomly selected teachers of grade V. A questionnaire was used to collect the data. Chi-square, Friedman test, and Kendal’s concordance was used to determine the significant differences of the data.

Teachers’ age, gender, highest educational attainment and numbers of years in teaching reading did not affect the teachers reading comprehension approaches. There were significant differences of problems encountered by teachers in teaching reading comprehension along poor comprehension and poor recognition. The area with moderately serious problem was limited to skipping the word without noticing the omission.

STATUS OF IMPLEMENTATION OF TOTAL QUALITY MANAGEMENT IN PRIVATE ELEMENTARY SCHOOLS IN LA TRINIDAD, BENGUET

MATON, TEFANNY S. (MEd Educational Administration & Supervision, April 2008)
MARY JANE L. LARUAN, Ph.D., Adviser

The study determined the level of knowledgeability of teachers and staff on Total Quality Management in private elementary schools in La Trinidad, Benguet; the relationship between the educational profile of teachers and staff and the level of knowledgeability on Total Quality Management; the level of implementation of Total Quality Management principles, and the perceived effects of practicing Total Quality Management principles to teachers, staff and students. The study was conducted in 12 different private elementary schools of La Trinidad, Benguet. There were 116 respondents.

Results indicate that there is a significant difference in the level of knowledgeability of teachers on Total Quality Management principles in private elementary schools in La Trinidad, Benguet. In addition, teachers are fully knowledgeable of TQM principles on synergistic relationship, continuous improvement and self-evaluation, systems planning approach and leadership. Nonetheless, the educational profiles of teachers to the level of educational attainment, eligibility, length of service, and level of educational attainment, eligibility, length of service, and number of trainings do not necessarily affect their knowledgeability on TQM principles. They were all equally knowledgeable whether they only have a bachelors’ degree, they are new in the profession or whether they have a lot or few trainings. Moreover, these TQM principles are very much implemented by teachers in their fields since teachers are well aware of the positive effects TQM principles have on them at a personal and professional level like character and professional growth as well as TQM principles’ positive effects on student achievement like better academic performance.

MULTI-GRADE TEACHERS’ STRATEGIES IN THE ORGANIZATION OF INSTRUCTIONAL MATERIALS IN BENGUET

BATIL, MARIVIC T. (MAEd Elementary Education, May 2008)
TOMASA P. BUASEN, Ed.D., Adviser

The study determined the frequency and efficiency of use of the identified strategies in organizing instructional materials by multi-grade teachers in Benguet; how the efficiency of these teachers compare as to length of service, number and level of trainings; and, problems encountered in relation to the organization of instructional materials. The respondents of the study were 169 multi-grade teachers from selected schools in Benguet.

Findings reveal that multi-grade teachers store teacher-made tests, skits and stories with lesson plans in folders and that these lesson plans are accompanied with instructional materials very often. There is a need however of teachers to key and organize their instructional materials in technological device. Although on the overall mean reveals that the teachers are efficient in using the identified strategies. While length of service and level of trainings are not significant; more trainings and application is. The problems encountered are led by heavy teaching load and the lack of technological device for storing instructional materials. Hence, it is recommended that multi-grade teachers be given the opportunity to procure the
needed device and proper trainings for its use through the help of school administrators, PTCA and other concerned agencies.

NATIONAL ACHIEVEMENT TEST PERFORMANCE OF GRADE VI PUPILS IN MANKAYAN DISTRICT

BULAY, JANET L. (MAEd Elementary Education, October 2008)
DIVINA M. YANGO, Ph.D., Adviser

The National Achievement Test (NAT) mastery level percentage of grade six pupils in the five subject areas and the factors that affect the NAT performance of grade VI pupils were sought in this study. The findings revealed that pupils in Mankayan District performed highest in Filipino and lowest in Science in the NAT given during the school year 2007-2008. Performance of pupils does not differ when compared according to class size. On the other hand, pupils’ performances significantly differ when compared according to status of the school. The identified pupil and teacher factors highly affect the pupils’ performance. Meanwhile, family-home and school-environmental factors moderately affects the NAT performance of grade VI pupils.

On pupil factors, a physical aspect, such as health problem and malnutrition highly affects the pupils’ performance. Under emotional aspect, showing enthusiasm and excitement in every lesson, and low self-esteem were perceived to have a great effect while hyperactivities of the learners have moderate effect. Deemed highly effective under social aspect are disciplined parents and no time of parents to follow-up their children at home. The physical, emotional, and cognitive aspects of home factors have moderate effect on the pupils’ performance. Along the teacher factors, all the variables under social and cognitive aspects have high effect on the pupils’ performance. Moderately affecting the pupils’ performance are the physical aspects. Perceived to have high effect on the pupils’ performance along the school factors are lack of reading center, lack of science laboratory and class size of above 40. Meanwhile, lack of audio visual/media center, lack ICT materials, availability of non-electronics visual, availability of print resources, and class size below 40 were deemed as to have moderate effect on the pupils’ performance.

CLASSROOM MANAGEMENT PRACTICES AND APPROACHES IN THE ELEMENTARY LEVEL

CALNGAN, MECHELLE P. (MAEd Elementary Education, May 2008)
LEONILA R. SITO, Ph.D., Adviser

The study dealt with classroom management practices and approaches in the elementary level. Specifically, it tried to find out the behavior problems that elementary teachers in La Trinidad, Benguet encounter; the extent that teachers apply classroom management practices in terms of instruction, organization and management and relationship with students. Further, it tried to examine how teachers compare their classroom practices along their educational attainment, length of service and levels they teach. Respondents of the study are eighty-nine public elementary school teachers in twenty-three schools in La Trinidad. They were selected through stratified random sampling and classified according to their educational status, number of years in teaching, and level taught. In this normative descriptive research, descriptive statistics like frequency counts, computation of weighted mean, simple ranking were used. To further analyze the data, some inferential statistics treatment was utilized like Analysis of Variance (ANOVA) and the post hoc test of Least Significant Differences. Data were interpreted at .05 level of confidence.

It was gathered that teachers frequently observe disruptive behaviors among their pupils and seldom would they observe the hostile reactions. In order to maintain order in class and meet the learning goals in their day to day activities, they very frequently employ tactics such as maintaining good relationship with the pupils, keeping their activities well organized and managed, and by seeing to it that good instruction is maintained. When the teachers’ classroom management practices were compared according to their highest educational attainment, length of teaching and the level they are handling, no
significant differences were found. This meant that despite the differences in the teachers’ professional status, they all were employing the same degree of classroom management practices. The teachers also agree to use varied approaches to maintain a pleasant learning atmosphere. Comparatively, the most prevalent approaches they use were group processes, socio-emotional and authoritative approaches, and that they tend to least agree with the use of permissive and intimidating approaches. It implies that teachers knew what approach would work best in given situations and considered the background and needs of each student.

It is concluded that the misbehaviors that teachers observe among their pupils are a normal part of their growth however the teachers are doing their part in molding these children to become upright individuals. They used different practices in the classroom and approved the use of an array of approaches in order that quality learning is attained.

**FACTORS AFFECTING THE ACADEMIC PERFORMANCE OF THE INTERMEDIATE GRADE PUPILS IN FILIPINO AT EASTER COLLEGE**

DIVINA M. YANGO, Ph.D. Adviser:

This study determined the level of academic performance of the intermediate grade pupils in Filipino at Easter College, Baguio City. Further, it identified the factors that affect the academic performance of the intermediate grade pupils in Filipino and the extent of influence of the factors on the academic performance.

Results indicate that the intermediate grade pupils have an average level of academic performance. To improve the level of academic performance of the pupils and the extent of influence of the factors from moderate to much or very much extent, there is a need for the teachers handling Filipino to discuss and identify strategies on how to help pupils improve their academic performance. It is important for the school principal and the teachers to discuss and see how class schedules could redound to a more conducive atmosphere for the teaching learning process.

**GRAMMATICAL COMPETENCE OF THE GRADE FIVE PUPILS IN PACDAY QUINIO ELEMENTARY SCHOOL, BAGUIO CITY**

CHOGSAYAN, KAREN GRACE A. (MAEd Elementary Education, April 2008)
DIVINA M. YANGO, Ph.D., Adviser

The study determined the level of competence of the grade five pupils of Pacday Quinio Elementary School, Baguio City. It studied the level of English competence along the subject – verb agreement, verb forms, pronouns, prepositions and conjunctions, and vocabulary; and the degree of seriousness of the factors affecting the performance of the pupils in written English.

Results indicated that most of the respondents are grammatically incompetent along subject – verb agreement, verb forms, prepositions and conjunctions, and vocabulary, while they are moderately competent with the use of pronouns, though it still needs to be strengthened. Learner – related problems, which have serious effects on the written English grammar of the respondents, include difficulty of the English subject, lack of exposure to English television programs, and the respondents’ preference in translating English statements to their local dialect. The respondents said that absenteeism has a moderate serious effect on their grammatical performance while the most probable problem with a very serious effect is their lack or ignorance of many English words. The overall result shows that the learner – related problems have a serious effect on the grammatical performance of the pupils. Teacher–related problems, which have a serious effect on the level of competence of the respondents, include the following: they seldom hear their teacher speak in English and their English teacher seldom gives writing activities. The failure of the teachers to correct mistakes on time and fast explanation of the lesson has moderately serious effect. The problem with a very serious effect is that the teachers allow their pupils to answer their
questions, which were asked in English, answered in Filipino or in their local dialect. The overall result shows that the learner-related problems have a serious effect on the level of English competence of the subjects. Finally, school-related problems, which have very serious effects on the respondents include, lack of activities designed to help the pupils enhance their English skills, lack of supplemental reading materials in the classroom and library, speaking in English is not strictly implemented inside and outside the classroom, and there is seldom remedial lessons in English. The unavailability of the library has serious effect on the subjects.

THE EXTENT OF USE OF MILLER’S INSTRUCTIONAL DIMENSIONS IN MULTIGRADE AND MONOGRADE SCHOOLS IN TUBLAY, BENGUET

DURANTE, ANTONIA M. (MA Elementary Education, April 2008)
TOMASA P. BUASEN, Ed.D., Adviser

The study determined the extent of use of Miller’s instructional dimensions of multigrade and monograde primary teachers; the differences of perceptions of multigrade and monograde primary teachers on the use of Miller’s instructional dimensions; the level of performance of multigrade and monograde primary pupils in English; and the relationship between the extent of use of Miller’s instructional dimensions and the level of performance of monograde and multigrade primary pupils.

The findings show that the multigrade and monograde primary teachers sometimes use Miller’s instructional dimensions along classroom organization, curriculum and planning, instructional delivery and grouping, self-directed learning, and planning and peer tutoring while Miller’s instructional dimensions on classroom management and discipline is always utilized by the teachers. It is revealed in the study that there are no significant differences on the perceptions of multigrade and monograde primary teachers on Miller’s instructional dimensions except that on planning and peer tutoring. There is a significant difference between the levels of performance of multigrade and monograde primary pupils in English. Finally, there is no significant relationship between the extent of use of Miller’s instructional dimensions and the level of performance of multigrade and monograde primary pupils.

AWARENESS ON MULTIPLE INTELLIGENCES OF PUBLIC ELEMENTARY SCHOOL TEACHERS IN BAGUIO CITY

ESLAY, APRIL M. (MAEd Elementary Education, May 2008)
TOMASA P. BUASEN, Ed.D., Adviser

The main purpose of the study was to determine the level of awareness of teachers on the Multiple Intelligences Theory; identify the strategies in developing the multiple intelligences of pupils; determine the effectiveness of the strategies used; identify the degree of seriousness of the factors affecting the implementation of Multiple Intelligence (MI) theory; and find the relationship between teachers’ awareness on multiple intelligences and the effectiveness of the strategies used in developing multiple intelligences of pupils. The respondents of the study were the teachers from the three public central schools of Baguio City.

Findings show that the teachers have a moderate level of awareness on MI Theory. The use of the identified strategies in developing multiple intelligences of pupils varies. For instance, verbal linguistic and mathematical-logical strategies were used by majority of the respondents while only a few use strategies to develop musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist and existential intelligences. A strategy in developing the MI has a moderate effect on the pupils’ performance. Factors affecting the implementation of MI in instruction are moderately serious except for parents’ factors, which showed a significant seriousness. The correlation between teachers’ awareness on multiple intelligence theory and effectiveness of the strategies used by teachers to develop MI of pupils was found to be significant.

From the findings of the study, it is recommended that seminars and trainings on multiple intelligences should be rendered to the teachers and parents to better understand the implications of the said theory and be well informed on the strategies that helps develop MI’s of pupils. Teachers should adopt
strategies that were found to be effective in developing MI. Finally, it is suggested that among teachers, there should be continuous search for effective strategies to develop multiple intelligences of pupils.

THE STATUS OF EARLY CHILDHOOD EDUCATION PROGRAM IN PUBLIC PRESCHOOLS OF BENGUET

FELIPE, SUSAN C. (MAEd Elementary Education, October 2008)
DIVINA M. YANGO, Ph.D., Adviser

The study aimed to determine the status of early childhood education program in public preschools of Benguet. It aimed to find out the level of attainment of the objectives of early childhood education, the extent of contribution of early childhood education program in the preparation of preschoolers for grade 1 and the degree of seriousness of problems encountered in the implementation of the early childhood education program. The respondents consisted of 20 administrators and 26 teachers from the different public preschools of Benguet. A survey questionnaire was used to collect the data.

Findings revealed that the level of attainment of the objectives of Early Childhood Education Program is moderately attained as perceived by the administrators and teachers when their specialization is considered. Also, the extent of contribution of the Early Childhood Education Program has a moderate contribution on the preparation of preschoolers for grade 1 as perceived by the respondents when position is considered. However, the respondents perceived that the extent of contribution of ECEP give much contribution when their specialization is considered. The following are the leading contributions of ECE Program: Fine Motor and Gross Motor Development and the Personal and Interpersonal Skills Development of the preschoolers. The degree of seriousness of problems encountered by both respondents in the implementation of the early childhood education program are found to be moderately serious, except for the teachers with ECE units or trainings who perceived it to be slightly serious. The leading problems encountered are the following: insufficient funds for preschool, absence of development programs for preschool teachers like seminars and workshops.

COMPETENCE LEVEL IN GRAMMAR OF KOREAN PUPILS ENROLLED IN PRIVATE SCHOOLS OF BAGUIO CITY

LANGBAO, JENNIFER B. (MAEd Elementary Education, April 2008)
TOMASA P. BUASEN, Ed.D., Adviser

The study determined the level of competence of respondents along the six areas of grammar: verb usage, pronoun usage, agreement (subject-verb), adjective usage, adverb usage, and preposition; the relationship between the respondents’ profile and their over-all competence in grammar; and the indicators affecting the competence of the respondents along the six areas of grammar.

Results show that the pupils are very competent in the pronoun usage, competent in adjective usage, moderately competent in verb and adverb usage, but fairly competent in the use of preposition and subject-verb agreement. The respondents’ age, sex, and grade level has no significant effect on their over-all competence in grammar. However, the respondents’ length of stay and tutorial exposure outside their regular school has a significant effect on their over-all competence. The longer the pupils stay in the Philippines, the better is their competence in grammar, the longer their tutorial, the better is their competence in grammar. The indicators perceived to be facilitating the grammar competence of the respondents along the six areas of grammar vary. Among the indicators, communicating with other nationals in English; watching television channels and films in English; making friends with other nationals; listening to English conversations; and participating in school activities are perceived to be very highly facilitating. Two indicators are perceived to be moderately facilitating: using the English language with fellow Koreans and using English websites in surfing the internet. Reading English newspapers or a book is perceived to be fairly facilitating to the respondents’ level of competence in grammar. All indicators cited are believed to facilitate both the pupils’ conversational skills and their grammar.
competence. The last indicators that are perceived as moderately fairly facilitating should be attended to by the respondents to be more competent.

CLASSROOM MANAGEMENT APPROACHES IN SELECTED CHRISTIAN ELEMENTARY SCHOOLS OF BAGUIO CITY

LOS-OK, MINDA D. (MAEd Elementary Education, April 2008)
DESIREE F. BOTENGAN, Ed.D., Adviser

Classroom management approaches includes the entire teacher’s job, strategies, techniques, skills, approaches in fostering pupils involvement and participation in all classroom activities in order to establish a productive learning environment. Along this line, this study determined the frequency of use of classroom management approaches; the level of awareness of the teacher on classroom management approaches; and the relationship between the frequency of use to the personal profile of the teachers.

Generally, the teachers very frequently use the classroom management approaches and moderately use behavior modification approach. Teachers are very much aware of all the classroom management approaches. The level of awareness of the teachers on classroom management approaches affects the frequency of use of the classroom management approaches. The higher the level of awareness of the teacher the more the extent of use of the classroom management approaches. The frequency of use of classroom management approaches is significantly affected by age and employment service but not by gender, educational qualifications and salary range of the teacher.

INTEGRATION OF ENVIRONMENTAL EDUCATION IN GRADE IV SCIENCE IN THE PUBLIC ELEMENTARY SCHOOLS IN LA TRINIDAD, BENGUET

MANAS, FROILAN B. (MAEd Elementary Education, May 2008)
ROSITA G. BAWANG, Ph.D., Adviser

The study determined the extent of the Integration of Environmental Education in Grade IV Science in the public elementary schools in La Trinidad, Benguet. Specifically, it identified the extent of the attainment of the objectives of Environmental Education in Grade IV Science, the extent of integration of the Environmental Education topics in teaching Grade IV Science, the extent of the adequacy and availability of instructional materials used, the degree of seriousness of the problems encountered in the integration of Environmental Education topics in teaching Grade IV Science and extent of effectiveness of the solutions to the environmental problems. The respondents were 41 Grade IV Science teachers picked out at random from 23 public elementary schools in the school district of La Trinidad, Benguet.

Findings show that the objectives of Environmental Education in Grade IV Science were almost fully attained; the extent of integration of environmental education topics is almost fully integrated; the extent of adequacy and availability of instructional materials were moderately adequate and sometimes available. A significant relationship was shown on the adequacy and availability of instructional materials, textbooks, globes, maps and charts which are usually available. However, slides, filmstrip, computers and videotapes were lacking, textbooks, globes, maps and references are adequate, overhead projections, phonographs, filmstrips, slides and museums are inadequate. The degree of the problems encountered by the teachers in the integration of environmental education topics in teaching science was moderately serious; and the extent of effectiveness of the solutions to the environmental problems was almost fully effective.
EFFECTIVENESS OF CLASSROOM OBSERVATION IN ENHANCING THE TEACHING PERFORMANCE OF TEACHERS IN EASTERN COLLEGE, BAGUIO CITY

SALAYAO, CHERRYL S. (MAEd Elementary Education, May 2008)
DIVINA M. YANGO, Ph.D., Adviser

This study was conducted to determine the effectiveness of classroom observation to teachers. Specifically, it identified the frequency of use of the different types of classroom observation used by the administrators; the extent of effectiveness of classroom observation on the performance of the teachers as to: position, age, length of teaching experience, and school level; and the extent of contribution of classroom observation to teacher instruction regardless of respondent’s position, age, length of teaching experience and school level.

Findings reveal that administrators used the different types of classroom observation such as announced, unannounced and indirect observation. The extent of effectiveness of classroom observation on teacher’s performance in terms of position, age and school level was very effective. This implies that classroom observation is helpful to improve teacher’s performance on the knowledge of subject matter, approaches/methods/techniques and classroom management. The extent of contribution of classroom observation to teacher instruction is great. It provides the teachers the chance to improve their teaching practices.

ACADEMIC AND NON-ACADEMIC PERFORMANCE OF GRADE THREE PUPILS IN LA TRINIDAD, BENGUET

URMAZA, ELLA MAE A. (MAEd Elementary Education, April 2008)
TOMASA P. BUASEN, Ed.D., Adviser

The study determined the academic performance of grade three pupils along English, Science and Mathematics and their non-academic performance along cognitive, affective and psychomotor skills whether with or without early childhood education. The respondents consisted of 229 grade three pupils and 14 grade three teachers from seven different schools in La Trinidad, Benguet. A written performance test was used to collect the data.

Findings reveal that a great number of grade three pupils had undergone early childhood education. Most of them experienced day care and preschool education. Some were not able to have early childhood education due to financial constraints and being far from the school. The level of performance of grade three pupils in their academic skills whether with or with early childhood education is very satisfactory. Findings show that there are significant differences in the performance of pupils in English, Science and Mathematics as to with and without early childhood education. The results show that the pupils who had early childhood education performed better than those without. Summary of the teachers’ rating on the non-academic performance of pupils whether with or without early childhood education along cognitive, affective and psychomotor skills is satisfactory. Majority of the teachers concluded from their observations that pupils who have undergone early childhood education tend to excel in cognitive and psychomotor skills, while those pupils who did not have early childhood education ranked first in affective skill. Pupils without early childhood education before entering formal education are considered sensitive and emotional in class. Findings show that the differences on the level of performance in the non-academic skills of the grade three pupils whether with or without early childhood education is significant.

Finally, it is suggested that parents be more active supporters of their children’s education. Early childhood educators believe that pre-schooling is vital in order that a child can develop their maximum potentials; Teachers conduct researches and strategies along English, Science and Mathematics to diagnose the pupils at the beginning of the school year; Home visitations be done regularly by teachers to look into problems surrounding the low-performance of pupils as to help them achieve higher especially in their non-academic skills.
THE ROLE OF SELF-CONCEPT IN THE CHALLENGES AND COPING MECHANISMS: DIRECTIVES FOR GUIDANCE AND COUNSELING

BALTAZAR, CATALINA C. (MAEd Guidance and Counseling, May 2008)
LEONILA R. SITO, Ph.D., Adviser

This study used a survey questionnaire to find out the level of self-consciousness as well as the challenges encountered and preferred coping strategies. Moderator variables included are socio-economic status, cultural background, gender, and year level. These variables were used to ascertain if significant differences are present in the experience of challenges. The researcher examined the significant relationship between the identified variables of challenges and dimensions of self-concept and the significant relationship between self-concept and coping mechanisms.

The researcher conducted the study to 320 CCDC college students in various levels. The five dimensions of self-concept which are self-efficacy, self-esteem, academic self-concept, social self-concept and sense of purpose were found to be truly a characteristic of the respondents denoting that they have a healthy judgment about themselves that plays an important role in dealing with challenges. Results showed that respondents experience different challenges of minimal level. This study reveals the no significant differences in the challenges when respondents are compared according to socio-economic status, cultural background, gender and year level. When respondents are faced with challenges, the constructive coping mechanisms are preferred than the non-constructive coping strategies. Moreover, there are inverse but significant relationships between dimensions of self-concept and challenges while no significant relationship is found between self-esteem and academic self-concept. Likewise, there are direct and significant relationship between level of self-concept and extent of use of constructive coping mechanisms but none between the level of self-concept and extent of use of non-constructive coping mechanisms.

A GUIDANCE PERSPECTIVE INTO THE CONDUCT OF TEENAGE STUDENTS

BUYAGAN, ROWENA P. (MAEd Guidance and Counseling, May 2008)
LEONILA R. SITO, Ph.D., Adviser

This descriptive study focused on the behavior problems of secondary school students of Benguet. Specifically, it inquired into the nature of behavior problems, the differences of these behavior problems according to gender, level, type of school and town classification. It also determined the causes of behavior problems, the differences when contrasted according to gender, level, type of school and town classification. Finally, it determined the effects of misbehaviors on the academic performance, social skills and character of the respondents. The respondents were 361 third and fourth year students who were chosen randomly from the total enumeration. Data were organized and subjected to statistical computations using percentages, mean scores, ANOVA (t and F-test), and the Duncan Multiple Range Test as post hoc test when the F-values proved significant.

Results revealed that the secondary level students of Benguet perceived behavior problems like violations against social policies, social skills and violations against relationships to be a slightly serious problem. Female students apparently perceived the behavior problems to be more disturbing than their male counterpart in all the three types of behavior problems. The fourth year students had higher level of perception of the behavior problems than the third year students but these are not significant. When the behavior problems were contrasted according to type of school, it is revealed that students from the public schools significantly perceive more serious problems related to social, school policies and relationships than the students from the private schools. Similarly, when behavior problems were compared according to town classification, it revealed that students from the fourth class towns perceived the social policies to be significantly serious than those from the other classes while students from the third class significantly perceive social policies to be least serious. Students from first, second and third class towns considered school policies to be significantly serious than those from the fourth class. Along violations against relationship, those from first and second class towns perceived these problems to be significantly serious
than the students from other town classifications while students of fourth class perceived these problems to be least serious.

In terms of the causes of misbehaviors, the students in the secondary level perceived personal factors, peers, family, school and environment to have considerable contribution to their behavior problems. It was also found out that the female students are more significantly affected than male students by personal factors, peers, family, school and environment. When the causal factors were compared according to level, it is revealed that the third and fourth year students of Benguet equally perceived that peers, school, personal and environment caused them to misbehave. However, the fourth year students say that the family related factors are more contributory than what the third year students say. Contrast according to the type of school revealed that students from the public schools perceived the causes of misbehaviors to be greater than those in the private schools in the four identified causes of misbehaviors. However, there are no significant differences in the perception of the students in the private and public schools along school factor. When the perceived causes of misbehavior was compared according to town classification, it was found out that students from the first and second class towns perceived personal factors to be considerably contributory to the misdemeanors than those from the third class towns who perceived it to be least contributory. The students from the first class towns perceived peers to be significantly contributory than those from fourth class towns. Those students from the first class perceived environment to be considerably contributory than those from the second and third class towns while those from the fourth class towns perceived environment to be least contributory. It is also revealed that the effects of misbehaviors have negative moderate contribution to the academic performance, social skills and character of the students.

In conclusion, the secondary students of Benguet claim that their behavior problems are slightly serious. These are violations against school and social policies as well as against relationships. No significant differences exist in the perceived level of seriousness of the behavior problems according to gender and year level. Significant differences in the level of seriousness of the behavior problems exist according to the type of school and town classification. The family, personal factor, environment, peers and school factor have considerable effect to the behavior problems of the teenage respondents. Significant differences exist in the perceived contribution of family, personal factors and the environment as causes of behavior problems according to gender, but not along peers and school. Significant differences in the perceived effect of personal factors and family are found according to the level of the respondents. Significant differences exist in the effect of family, peers, personal factors and the environment on the behavior problems according to the type of school. Very high significant differences are found to exist in the effect of all the causal factors according to the town classification. The behavior problems have moderate negative effect on the academic performance, character and social skills of teenage learners of Benguet.

FACTORS INFLUENCING CAREER DECIDEDNESS AMONG STUDENTS IN SELECTED TECHNICAL-VOCATIONAL SCHOOLS AND UNIVERSITIES IN BAGUIO CITY

SUGANO, NORA M. (MAEd Guidance and Counseling, May 2008)
WILFREDO B. MINA, M.A., Adviser

This study determined the extent of influence of the different factors in choosing a career and the level of career decidedness among freshmen students taking up either a degree program or technical-vocational program in selected technical-vocational schools and universities in Baguio City during the enrollment and after a year, school year 2007-2008. The study consisted of two hundred sixty-six (266) respondents randomly selected from the following schools: Baguio Colleges of Technology (BCT-BETI), Baguio School of Business and Trade (BSBT), National Institute of Information and Technology (NIIT), Philippine Women’s University (PWU), Saint Louis University (SLU), University of Baguio (UB), and University of the Cordilleras (UC-BCF). The study considered three categories of courses namely: health-related courses, computer-related courses, and business-related courses.

The findings revealed that the factors that have great influence on the career choice and career decidedness of students were: my interests are aligned to my course, high salary, chance of going abroad,
family’s advice/suggestions, and low tuition fee. The factors that have the least influence on the decision-making of freshmen students in relation to his career choice and commitment to finish his course were: it is a male-oriented course, long years of studying, and I am still young. It was found that there is no significant difference in the level of influence of the factors on the career choice of freshmen at the time they enrolled whether in a degree or in a tech-voc program. But, there is a significant difference in the level of influence of the factors on the career decidedness of freshmen enrolled whether in a degree program or technical-vocational program. There is no significant difference in the level of influence of the factors on the career choice and in career decidedness of freshmen who are enrolled in degree program. But, there is a marked difference in the level of influence of the factors on the career choice and career decidedness of those enrolled in a tech-voc program.

When the respondents were grouped according to their age brackets, it showed that the level of influence of the factors during enrolment do not differ significantly among the different age groups. On the other hand, there is a significant difference in the level of influence of the factors as they make decisions (career decidedness) either to continue their chosen course or not. The perception of the respondents aged 15-17 differ significantly from those in the age bracket 18-20 and 21 above. There is no significant difference in the level of influence of the factors as to gender; that is, the factors have the same extent of influence whether the student is a male or female with respect to his decision in choosing a course and in deciding whether to continue or not his chosen course after a year. There is no marked difference in the level of influence of the factors to the highlander or lowlander freshmen students or a mixture of both cultures with regard to their decision in choosing a course during enrolment and their decision whether to continue or not their chosen course after a year.

With respect to the type of program chosen (degree or tech-voc), there is no marked difference in the extent of influence of the factors in the career choice of the respondents but there is a very significant difference with regard to their decision to continue their chosen course. There is a marked difference in the level of influence of the factors to the respondents when they were grouped according to income level as to his decision in choosing a course during enrolment. In relation to his decision whether to continue or not his chosen course after a year, there is a significant difference among the three cultural groups. In terms of the type of program chosen (degree or tech-voc), there is a marked difference in the extent of influence of the factors in the career choice of the respondents, and in their decision to continue their chosen course.

The level of influence of the factors during enrolment does not differ significantly among the respondents in the different ranges of NCAE rating. When the respondents were grouped according to the type of chosen program, there is a marked difference in the level of influence of the factors to those enrolled in the tech-voc program from those enrolled in a degree program with respect to their career choice during enrolment. As for career decidedness (decision to continue chosen course), there is no significant difference in the level of influence of the factors to those enrolled in the tech-voc program from those enrolled in a degree program when they are grouped according to their NCAE rating. Majority of the students in both categories were highly decided and committed to continue with their chosen course. There is a significant relationship between the perception of those enrolled in degree courses and those enrolled in tech-voc courses as to the effects of the factors on their career choice. Likewise, there is a significant relationship of the perception of those enrolled in degree courses and those enrolled in tech-voc courses as to the effects of the factors on their decision to continue their chosen courses.

It is concluded that some factors greatly influence students in choosing a course while some do not affect them at all. The same factors also affect their decision to either complete or change their chosen courses. With these findings, it is recommended that career guidance has to include the explored career factors in counseling. Career guidance has to be conducted in the elementary and high school level to expose students to career planning and different career options. Other similar studies should be conducted and consider other factors such as personality styles, religion and values.