STUDENTS' AWARENESS, EXTENT OF USE, AND SATISFACTION ON LIBRARY SERVICES OF BU SENIOR HIGH SCHOOL

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Abstract

The study assessed the awareness, use, and satisfaction of Baliuag University Grade 11 students enrolled for SY 2017-2018 to the library services offered by the Senior High School Library which includes services on circulation, current awareness, customer, e-journals subscription, information and referral, information commons, library instruction, reference and information, reserve, and wi-fi. This study involved 10% of the total population of the Grade 11 students at Baliuag University. The variables used were determined through the use of questionnaires which included close-ended questions, open-ended questions, and Likert scale. Data were analyzed with the use of percentage as representation to the total number of respondents on each question. The findings of this study revealed that most of the respondents (97%) are aware of the library services. The wi-fi service was the most known (100%) and used (83%) service while the e-journals subscription was the least known (35%) and used (29%) service. Most of the respondents were very satisfied with the Wi-Fi service, customer service and current awareness service of the library. Most of them were also satisfied with the circulation service, e-journals subscription, information commons services, library instruction services, reference and information service, and reserve service. And most of them are neither satisfied nor dissatisfied with the e-journals subscription service.

Keywords: Students' Awareness, Extent of Use, Satisfaction, Library Services.

Introduction

The enhanced basic education curriculum- K to 12 curriculum, implemented in the Philippines through Republic Act No. 10533 which is "an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefor and for other purposes" added two (2) years of basic education called Senior High School (SHS) where in students can choose what track among the academic, technical-vocational-livelihood, sports, and arts and design tracks. The academic track include accountancy, business, and management (ABM) strand, humanities and social sciences (HUMSS) strand, science & technology, engineering & mathematics (STEM) strand, and general academic (GA) strand.

The act began its implementation on the year 2013 and educational institutions should abide with this new curriculum thus it affecting libraries, a major part of an educational institution. Because of this, libraries should provide information sources and services relevant for the information needs of the Senior High School students.

The SHS Library was newly operated on the year 2015. The available materials in the library are mostly books with different genres such as science fiction, romance, adventure, health and history. The fiction books was the most borrowed books as stated by the SHS Librarian. The library also provides e-journals and newspapers. The library maintains an environment conducive to learning with a well-ventilated and well lighted facility. The seating capacity of the SHS library is eighty (80) and it has carrels for individual readers, tables and chairs for group use and a sofa for those who want to relax.

Lahiri (2015) said that the library is a storehouse of knowledge. Libraries contain information in different formats such as books, periodicals, audio-visual and electronic media and its significant role is to provide information services and resources to aid in the research activities and studies of its customers (Motiang, Wallis & Karodia, 2014).

A school library or school library media center is a type of library which is established in a school setting. Library research service (2014) further identified a school library media center as a collection of organized printed and/or audiovisual and/or computer resources which are located in a designated place/s to make its resources and services available to students, teachers, and administrators.

It is fundamental for libraries to distinguish and try, as much as possible, to meet their customers' needs (Larson & Owusu-Acheaw, 2012) and in order to accomplish that, libraries offer not only resources but also services. Wall (2011) stated the major shift of library services which is affected by the digital era resulted to the transformed needs of students and faculty. Exposition of every student in schools, colleges, and universities to library services are automatic (Bacus et al., 2016). Most common services of a school library media center nowadays are circulation service, customer service, library instruction service, reference and information service, internet or Wi-Fi service, etc.

Williams, Wavell & Coles (2001) view school libraries as a factor which has a positive impact on academic achievement, specifically at the primary and early secondary level and with appropriate actions to guarantee quality services.

Improvement of the quality of services in libraries is a must to be able to handle the challenges of the 21st century and the information explosion. Service oriented organizations identified customers as the most vital voice in assessing the quality of services (Adeniran, 2010).

It is important to assess first the customers' awareness, use, extent of use, and most importantly their satisfaction to the library services and that will lead to assessing the quality of those services and which of the services need improvement as well. Through this study, the researchers intended to assess the variables stated above which can be a basis for improvement of the quality of services and the library in its early stages.

Baliuag University Library's goals are:
- to provide materials and information services that are responsive to the needs of the academic and non-academic community and ensure their maximum accessibility and expeditious delivery
- to provide pleasant, safe, accessible and well-maintained building and facilities which enhance the use of the library's resources
- to develop and maintain an effective staff committed to the provision of quality service
- to facilitate public access to library's collection and services and improve the efficiency of library operations through the appropriate application of automated systems for information retrieval, management and support services.

Baliuag University Library's objective are:
- to develop, organize, and maintain a collection of books, journals, government documents, maps, pamphlets, pictures, photographs, newspaper clippings, computer files, machine readable databases, videotapes, audiotapes, and other materials needed to meet the information, research, instructional, and related needs of the students, faculty and administrative staff
- to develop and maintain vigorous and discriminating programs for the identification, selection, and acquisition of library materials needed to fulfill the library's major responsibilities of supporting the university's research and instructional programs, providing for information needs and enhancement of learning
- to support university research and instruction programs by the preparation and dissemination of bibliographic and reference guides and appropriate information services
- to recent and maintain a library staff of highly qualified individuals capable of a sustained level of high performance, to perform the financial analysis and conduct the short and long range planning essential to the determination of the financial needs of the library and to the judicious use of funds received
- to publicize and promote awareness and use of the library's resources and services to students, faculty and administrative staff through public relations programs and staff participation to campus activities
- to explore and implement increased means for cooperation with other libraries on a regional, national and international basis with regard to collection development programs, reference and information services, technical processes and interlibrary lending particularly through the adaptation of computerized on the systems
- to encourage and support, all levels of the library staff, a lively interest in the pursuit of inquiry whether practical or

theoretical in scope, with a view to the constant enhancement of the library's programs and services and the professional growth of its staff,

- to achieve these objectives, the library must constantly strive for effective administration and competent staff; adequate financial support; adequate staffing; efficient organization of library materials; efficient services to customers; clean, safe and adequate facilities; continuing staff development and training.

The Baliuag University library, archives and museum (BU-LAM) provides services such as abstracting and indexing services, bibliographic service, book display, circulation service, current awareness service, customer service, e-journals subscription, information commons services, internet service, library instruction service, maps, globes and other cartographic material, multimedia kiosk, periodicals service, reference and information services, reserve service, term paper clinic, university archives and museum services, vertical file service, wi-fi service, and other relevant services that will cater the needs of the library customers.

Review of Related Literature

A school library can never be separated from its parent institution- the school. It is responsible for the all-round students' development. Library customers have different reasons in using the school library. Some uses it for reading their notes, others use it to do assignments while others prepare for tests. But library customers can also visit the library for recreation and relaxation. School libraries are beneficial to students and they should maximize their use of it. Therefore, school libraries provide

favorable setting where students can discover and develop their skills and talents and to also improve their reading and study skills (Jato, Ogunniyi & Olubiyo, 2014).

A school library performs a vital role in shaping students' habit regarding reading for leisure, to pass tests, and to obtain information on different life aspects (George, 2011).

The school librarian owns the professional responsibility to deal credibly and compassionately with every student, to supply sufficient and relevant learning resources, and to integrate learning experiences in the school which will be beneficial for them and their needs, interests and abilities, goals, concerns and learning styles. The school librarian must customize the services of the school library which considers the intellectual, moral, spiritual, social and cultural well-being of each student regardless of their economic status, and capabilities. The school librarian should continually develop his/her knowledge of the students to be able to mentor, counsel and be a friend to them. After that, it is the school librarians' obligation to introduce the diverse learning resources and the skills needed to be able to utilize those resources in the library (Moruf, 2015).

The improvement of students' outcomes is a result of effective schools that implement innovative support systems in order to aid students' mastery of different skills required for success. Through the integration of the essentials of 21st century learning in all curriculum areas grade levels and achievement levels, school libraries provide and support for the development of skills and achievements of students. (American Association of School Librarians, 2011).

With the various learning styles of the students

nowadays, mostly because of the advent of technology, the school libraries and school librarians should be able to provide variety and diverse information sources and services in order to meet the students' needs. And only when the customers find the library's sources and services useful can the library be of importance and appreciate its value.

Satisfaction may give way to use of the library over and over again and is also a good way to market its existence to others (Motiang, Wallis & Karodia, 2014). Satisfaction is of great significance hence, providing for the information needs of customers through resources and services is a requirement for libraries. Within that, in order for development to take place, evaluation of library services is a must because customer satisfaction is essential to libraries. And so, determination of the extent of library customer satisfaction with the services and resources of a library is fundamentally important (Larson & Owusu-Acheaw, 2012).

Williams, Wavell & Coles (2001) conducted a critical review which examines the link between educational attainment and school library use at secondary level. This encompasses the processes, attitudes, and library provision which includes the type of resources, nature of access and staffing provision. The evidence was then scrutinized whether it is applicable to school libraries and School Library Services in England. The authors view school libraries as a factor to a positive impact on academic achievement, specifically at the primary and early secondary level and with appropriate actions to guarantee quality services. In spite of this, much of the evidence was from countries with school librarians that have teaching training hence, more research is needed to identify the extent to which this evidence is

transferable. In addition, training of teachers and librarians is confirmed to develop mutual understanding of each other's roles and contributions within the school library and training should involve information skills development, collection mapping, planning, and evaluation. School librarians who exercise professional and proactive approach to their role can prove evidence of their impact on teaching and learning within the school; and are able develop further.

Omehia, Obi & Itohowo (2008) conducted a study which aims to establish the difference among students' characteristics and their utilization of library services. Findings showed that there is a substantial difference between the academic disciplines of students on their use of library service. Social science and humanities students used the library the most. The authors concluded that the degree of use of library services is based on academic disciplines and year of study. This means that library services should be implemented based on the different information needs of students to be able to meet those needs.

Improvement of the quality of services in libraries is a must to be able to handle the challenges of the 21st century and the information explosion. Service oriented organizations identified customers as the most vital voice in assessing the quality of services. A study examined the relationship between service quality and customers' satisfaction at Redeemer's University, Ogun State, Nigeria through questionnaires given to students and academic staff. It revealed that customers were satisfied with the services offered by the library (Adeniran, 2010).

Larson & Owusu-Acheaw (2012) performed a study to find out if the customers were satisfied with the services and

resources of the Institute for Educational Development and Extension (IEDE) Library in University of Education, Winneba, Ghana. The total sample for the study was 454 students and questionnaires was used for data collection. Findings revealed that students were satisfied with the library services but there are still improvements that need to be done. Recommendations include sufficient allocations of budget for the library by the management and to focus more of their attention to the library. Extending of library open hours; photocopier and printer are additional recommendations.

Saikia & Gohain (2013) investigated the use of library resources, customer's satisfaction in library resources and services, and information seeking behaviors of the students and research scholars of Tezpur University, Assam, India. Authors declared that it is necessary for a customer guidance in order for them to meet their information needs and be aware of the information sources and services the library offers.

Namugera (2014) examined the customers' awareness, perceptions and usage of Makere University Library (MakLib) Services where in the study applied a qualitative approach through interviews of 94 customers from Makere University, Uganda, East Africa. The study resulted to a good rating of the quality of services offered by the MakLib. However, the rate of customers' awareness about the services were low and was directly associated to its usage as well. The study indicated the importance of promotion and marketing of the library services to be able to increase the awareness and usage of its customers through varied approaches. Constant enhancement of the end-user training programs and adequate networked computers with fast Internet connection are additional recommendations of the study.

Without reluctance, library services' satisfaction has been an influence to its use and has also been a factor to its non-use. A study investigated the use and customer satisfaction of public library services in south west Nigeria through questionnaires to selected 400 library customers. Results showed the lack of sufficient facilities and irrelevant information resources. Internet services have been the major reason that affects the customer satisfaction. Based on these, recommendations were about increase funding for the development of sufficient information sources and ICT facilities to increase the usage and customer satisfaction (Joy & Idowu, 2014).

Motiang, Wallis & Karodia (2014) aimed to evaluate the library services and resources and its customers' satisfaction with them. Questionnaires were given to 233 students, academic staff and administrative staff and it was revealed that customers are satisfied with the library hours, and registration process though there are areas that needs attention which are the increase of books and journal collection, photocopiers, internet service improvement, and increase of library hours and improvement of the services from library staff.

Moruf (2015) presented a study about the utilization of four (4) selected secondary school libraries by students in Akinyele Local Government Area of Oyo State, Nigeria which reveals their insufficient resources, scarce funding and poor provision for development thus students were not effectively utilizing the secondary school libraries' services. The author recommended a formulation of school library standards to help

improve the status of a school library.

A similar study which assessed the awareness of Baliuag University college students to the library services offered by BULAM involved 10% of the students' total population of every department was conducted. Questionnaires were used to gather data. The study revealed that most of the students are aware of the library services offered through their classmates, professors, and friends. The Wi-Fi service is the most known service and Term Paper Clinic is the least known service. (Bacus, et al. 2016)

The Problem

The study aimed to assess the awareness, use, extent of use, and satisfaction of the Grade 11 students of Baliuag University to the BU Senior High School Library and its services for School Year 2017-2018.

Based on the main problem, the researchers sought answers to the following:

1. How do the Grade 11 students' awareness be described in terms of BU SHS Library services?

2. What is the extent of use of Grade 11 students of BU SHS to its library services?

3. How satisfied are the BU Grade 11 students to the services offered by BU SHS Library?

4. What are the suggestions and recommendations of BU Grade 11 students for the improvement of the BU SHS Library?

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Conceptual Framework

Input	Process	Output
BU Senior High School Library Services • Awareness • Extent of Use • Satisfaction	• Assessing the library services using survey questionnaires • Determining the suggestions for improvement of the BU SHS Library services	• Increase students' awareness and knowledge of their extent of use and satisfaction on BU SHS Library services • Improvement of BU SHS Library services
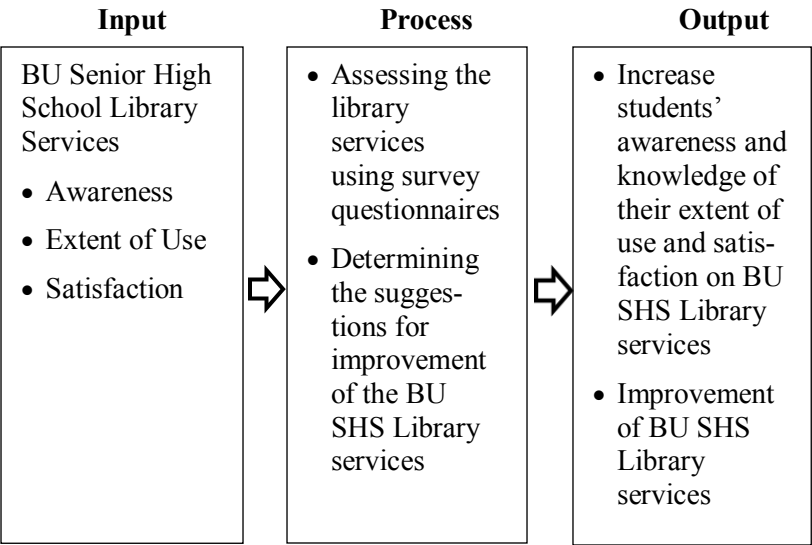
Figure 1. Research Paradigm of the Study

The library offers different services that are beneficial to its customers which targets the latter's information and even recreational needs. Through the services, the library accomplishes its objectives which establishes its value in the institution and the community.

Figure 1 presents the research paradigm of the study in which it illustrates that the Baliuag University Senior High School Library which provides several services that focuses on how it will support the students' in their academic and recreational needs. And in order to evaluate the usefulness and quality of the services, the researchers gathered information about the awareness, utilization and satisfaction of the customers through the instrument used which was the survey questionnaires. All the data gathered served as a basis for improvement of the library and its services.

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Method

This research was conducted at BU SHS Library located at the 4th floor of Domingo Santiago, Jr. Bldg., Annex 3, Baliuag University, Baliwag, Bulacan. There was a total of 913 students for Grade 11 enrolled in Baliuag University for the first semester of S.Y. 2017-2018 and 10% of students from each strand were chosen to answer the questionnaire. Therefore, 91 students from BU Grade 11 answered the questionnaire. The researchers used proportional stratified random sampling with a total population of each strand in deriving the sample size. The researcher used fishbowl technique to identify the respondents in different strands including accountancy, business and management (ABM), humanities and social sciences (HUMSS), science & technology, engineering and mathematics (STEM), and General academic (GA). The design used for data gathering was descriptive survey research design. This design attempted to describe systematically, factually, accurately and objectively a situation and was used to gather the respondents' descriptive outlook on their awareness, use, extent of use, and satisfaction to the BU Senior High School Library services.

The research instrument that was used is the survey questionnaire constructed by the researchers which enable to obtain the needed information from the respondents. The survey questionnaire was validated by the researchers' adviser and the program chair of the BLIS program. The survey was composed of questions regarding whether the respondents were aware that there is a BU Senior High School Library and its offered services, which of the services were they utilizing, and how often they use it. There was also a table indicating how satisfied they were towards the different library services. Suggestions and recommendations for improvement was also included.

Initially, the researchers requested for the list of all the BU Grade 11 students that are enrolled for the first semester of S.Y. 2017-2018 from the Office of the Registrar. Then, the researchers formulated a questionnaire that underwent a face validity by the professor and the program chair of the BLIS program. Consequently, permission from the BU Senior High School principal was asked. Afterwards, the questionnaires were distributed for every 10% of the population of every section in every strand of the academic track of the BU Senior High School.

Results and Discussion

This chapter presents the data gathered in response to the questions posed in Chapter 1. The data are presented in graphs and/or statistical tables, followed by their analyses and interpretations.

Table 1

Respondents' Awareness to the BU SHS Library

STRAND	Aware		Not aware		TOTAL
	f	%	*f*	%	
STEM	36	39.56	1	1.1	37
ABM	26	28.57	2	2.2	28
GA	19	20.88	0	0	19
HUMSS	7	7.69	0	0	7
TOTAL	88	96.7	3	3.3	91

The table shows that 97% of the respondents from STEM are aware of the Senior High School Library. Only 3% of the respondents from STEM are not aware of the SHS Library. On the other hand, 93% of the respondents from ABM are aware and 7% are not aware. All respondents from GAS and HUMSS are aware. All in all, 97% of the SHS respondents are aware of the SHS Library, but there are still 3% who are not aware.

The data means that almost all respondents are aware of the BU SHS Library which is located at the 4th floor of the Domingo Santiago Jr. Building. Every year, the institution runs orientation program for the new enrollees which introduces the library and its location in the campus and even its facilities and services which includes: Circulation service, Current awareness service, Customer Service, E-journals Subscription Service, Information Referral Service, Information Commons Services, Library Instruction Service, Information and Reference Service, Reserve Service and Wi-Fi Service. Namugera (2014) concluded through a study that it is important to promote and market the library and its services to be able to increase the awareness of its customers through various methods like orientation programs, etc.

Table 2

Respondents' Awareness BU SHS Library Services

	STEM				ABM				GAS				HUMSS				TOTAL			
	A		NA		A		NA		A		NA		A		NA		A		NA	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Circulation Service	26	29.55	10	11.36	13	14.77	13	14.77	12	13.63	7	7.95	6	6.82	1	1.14	57	64.77	31	35.23
Current Awareness Service	19	21.59	17	19.32	14	15.91	12	13.63	14	15.91	5	5.68	5	5.68	2	2.27	52	59.1	36	40.9
Customer Service	33	37.5	3	3.41	25	28.41	1	1.14	19	21.59	0	0	7	7.95	0	0	84	95.45	4	4.55
E-journals Subscription	13	14.77	23	26.14	5	5.68	21	23.86	9	10.23	10	11.36	4	4.55	3	3.4	31	35.23	57	64.76
Information Referral Service	27	30.68	9	10.23	16	18.18	10	11.36	16	18.18	3	3.41	4	4.55	3	3.41	63	71.59	25	28.41
Information Commons Services	28	31.81	8	9.09	17	19.32	9	10.23	17	19.32	2	2.27	6	6.82	1	1.14	68	77.27	20	22.73
Library Instruction Service	24	27.27	12	13.64	25	28.41	1	1.14	18	20.45	1	1.14	5	5.68	2	2.27	72	81.81	16	18.19
Reference and Information Service	29	32.95	7	7.95	23	26.14	3	3.41	19	21.59	0	0	7	7.95	0	0	78	88.63	10	11.36
Reserve Service	20	22.72	16	18.18	14	16.91	12	13.64	17	19.32	2	2.27	4	4.54	3	3.41	55	62.49	33	37.5
Wi-Fi Service	36	40.91	0	0	36	29.55	0	0	19	21.59	0	0	7	7.95	0	0	88	100	0	0

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Legend:
> STEM - Science, Technology, Engineering, and
> Mathematics Strand
>
> ABM - Accountancy and Business Administration
> Strand
>
> GAS - General Academic Strand
>
> HUMSS- Humanities and Social Sciences Strand
>
> A - Aware
>
> NA - Not Aware

The table shows that 29.55% of the respondents from STEM are aware of the library's Circulation Service and 11.36% are not, while 14.77% of the respondents from ABM are aware and the other 14.77% are not. It also reveals that 13.63% of the respondents from GAS are aware and 7.95% are not and 6.82% of the respondents from HUMSS are aware and 1.14% are not. From the overall respondents, 64.77% are aware and 35.23% are not aware.

It is indicated that 21.59% of the respondents from STEM are aware of the library's Current Awareness Service and 19.32% are not. While, 15.91% of the respondents from ABM are aware and 13.63% are not. In addition, 15.91% of the respondents from GAS are aware and 5.68% are not aware then 5.68% of the respondents from HUMSS are aware while 2.27% are not aware. In general, 59.1% of the respondents are aware and 40.9% are not.

It is revealed that 37.5% of the respondents from both STEM are aware of the library's Customer Service and 3.41% are not. While, 28.41% of the respondents from ABM are aware and 1.14% are not. On the other hand, 21.59% of the respondents

from GAS and 7.95% of the respondents from HUMSS are aware of it. Generally, 95.45% of all the respondents are aware and 4.55% are not aware.

It is shown that 14.77% of the respondents from STEM are aware of the library's E-journals Subscription and 26.14% are not aware. It also shown that 5.68% of the respondents from ABM are aware of it and 23.86% are not aware. On the other hand, 10.23% of the respondents from GAS are aware and 11.36% are not. While 4.55% of the respondents from HUMSS aware and 3.4% are not aware. In overall, 35.23% of the respondents are aware and 64.76% are not aware of the said service.

It is presented that 30.68% of the respondents from STEM are aware of the library's Information Referral Service and 10.23% are not aware. While 18.18% of the respondents from ABM are aware of the service and 11.36% are not. Most of the GAS respondents are aware, which is 18.18%, and 3.41% are not. Then 4.55% of the HUMSS are aware of the said service and 3.41% are not. Overall, 71.59% of the respondents are aware of this service while 28.41% are not aware.

It is indicated that 31.81% of the respondents from STEM are aware in the library's Information Commons Services and 9.09% of them are not aware. On the other hand, 19.32% of the respondents from ABM are aware in the said service while 10.23% are not. While, 19.32% of the respondents from GAS are aware and 2.27% are not. Then, 6.82% of the respondents from HUMSS are aware and 1.14% are not aware. Generally, 77.27% of the respondents are aware and 22.73% are not aware.

It is stated that 27.27% of the respondents from STEM

are aware of the Library Instruction Service offered by the library, the remaining 13.64% are not aware. In ABM, 28.41% of the respondents are aware of the service and 1.14% are unaware. While 20.45% of the respondents from GAS are aware of this service which left the 1.14% unaware. Then, 5.68% of the respondents from HUMSS are aware and 2.27% are not aware. Overall, 81.81% of the respondents are aware of this service while the 18.19% are not.

It is presented that 32.95% of the respondents from STEM are aware of the library's Reference and Information Service and 7.95% of them are not aware. As for the respondents from ABM, 26.14% of them are aware of this service and 3.41% is not aware. Then, 21.59% of the respondents from GAS and 7.95% of the respondents from HUMSS are aware of the service. In general, 88.63% of the respondents are aware of the said service while 11.36% are not.

It is revealed that 22.72% of the respondents from STEM are aware of the library's Reserve Service and almost half, 18.18%, of them are not aware. While, 16.91%, of the respondents from ABM are aware of the service and 13.64% are not. Meanwhile, 19.32% of the respondents from GAS are aware and only 2.27% of them are unaware. As for the case of respondents from HUMSS, 4.54% of them are aware and 3.41% of them are not aware. In total, 62.49% of the respondents are aware of this service while 37.5% are unaware.

It is indicated that all of the respondents from STEM, ABM, GAS, and HUMSS are aware of the Wi-Fi service of the library.

The data implies that the most known service the library offers is the Wi-Fi Service followed by Customer Service, Reference and Information Service, Library Instruction Service, Information Commons Service, Information Referral Service, Circulation Service, Reserve Service, Current Awareness Service and E-journals Subscription Service. Bacus et al. (2016) had the same findings where in Wi-Fi Service is the most known service to the Baliuag University college students. The Customer Service and Reference and Information Service, on the other hand, is signified by the information desk and the librarian that offers personal assistance to every library customer. Namugera (2014) indicated through a study that it is important to promote and market the library services to be able to increase the awareness of its customers. Sakia and Gohain (2013) also declared that it is necessary for a customer guidance in order for them to meet their needs and be aware of the information sources and services the library offers.

Table 3

Respondents' Use of BU SHS Library Services

	STEM				ABM				GAS				HUMSS				TOTAL			
	U		NU		U		NU		U		NU		U		NU		U		NU	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Circulation Service	8	14.04	18	31.58	4	7.02	9	15.79	8	14.04	4	7.02	2	3.51	4	7.02	22	38.61	35	61.41
Current Awareness Service	7	13.46	12	23.08	8	15.38	6	11.54	11	21.15	3	5.78	3	5.77	2	3.85	29	55.76	23	44.25
Customer Service	24	28.57	9	10.71	12	14.29	13	15.48	11	13.1	8	9.52	3	3.57	4	4.76	50	59.53	34	40.47
E-journals Subscription	5	16.13	8	25.81	0	0	5	16.13	2	6.45	7	22.58	2	6.45	2	6.45	9	29.03	22	70.97
Information Referral Service	10	15.87	17	26.98	12	19.05	4	6.35	5	7.94	11	17.46	2	3.17	2	3.17	29	46.03	34	53.96
Information Commons Services	20	29.41	8	11.76	8	11.76	9	13.24	13	19.12	4	5.88	5	7.35	1	1.47	46	67.64	22	32.35
Library Instruction Service	17	23.61	7	9.72	18	25	7	9.72	11	15.27	7	9.72	3	4.17	2	2.78	49	68.05	23	31.95
Reference and Information Service	17	21.79	12	15.38	11	14.10	12	15.38	13	16.67	6	7.69	2	2.56	5	6.41	43	55.12	35	44.86
Reserve Service	10	18.18	10	18.18	5	0.09	9	16.36	10	18.18	7	12.72	2	3.63	2	3.63	27	49.08	28	50.89
Wi-Fi Service	30	34.09	6	6.81	21	23.86	5	5.68	18	20.45	1	1.14	3	4.54	3	3.41	73	82.94	15	17.04

Legend:

STEM - Science, Technology, Engineering, and Mathematics Strand

ABM - Accountancy and Business Administration Strand

GAS - General Academic Strand

HUMSS- Humanities and Social Sciences Strand

U - Used

NU - Not yet Used

The table shows that 14.04% of the respondents from STEM have used the library's Circulation Service and 31.58% have not yet used the service, while 7.02% from ABM have used and 15.79% have not yet used the said service. Then, 14.04% of the respondents from GAS have used the service and 7.02% have not used yet. Meanwhile, 3.51% of the respondents from HUMSS have already used this service while 7.02% have not used yet. In the entirety, 38.61% of the respondents used the service and 61.41% have not used yet.

It is indicated that 13.46% of the respondents from STEM have used the library's Current Awareness Services and 23.08% have not used yet. It is also shown that 15.38% of the respondents from ABM have used the service and 11.54% have not used yet. While 21.15% of the respondents from GAS have used the said service and only 5.78% have not used yet. Then 5.77% of the respondents from HUMSS have used it and 3.85% have not used yet. In the totality, more than half, 55.75%, of the respondents have used this service and 44.25% have not used yet.

It is presented that 28.75% of the respondents from STEM have used the library's Customer Service and 10.71%

have not used yet. On the other hand, 14.29% of the respondents from ABM have used the service and 15.48% have not used yet. The 13.1% of the respondents from GAS have used this while 9.52% have not yet while 3.57% of the respondents from HUMSS have used the said service and 4.76% have not used yet. From the overall respondents, 59.53% have used this service and only 40.47% have not used it yet.

It is revealed that 16.13% of the respondents from STEM have used the library's E-journals and 25.81% have not used yet. While 16.13% all of the respondents from ABM have not yet used this service. Then, 6.45% of the respondents from GAS have used the said service and 22.58% have not used yet. And 6.45%, of the respondents from HUMSS have used this service. In overall, 29.03% have used the service while 70.97% have not.

It is indicated that 15.87% of the respondents from STEM have used the library's E-journals Subscription Service and 26.98% have not used yet. The 19.05% of the respondents from ABM have used the service and 6.35% have not used yet. As of the respondents from GAS, 7.94% have used it and 17.46% have not. Then half, 3.17%, of the respondents from HUMSS have used this service and the other half have not used it yet. In general, 46.03% of the respondents have used the said service and 53.96% have not.

It is shown that 29.41% of the respondents from STEM have used the library's Information Commons Services and 11.76% have not used it yet. The 11.76% of the respondents from ABM have used the service and 13.24% have not used yet. As for the respondents from GAS, 19.12%, have used this and 5.88% have not used yet. Then 7.35% of the respondents from

HUMSS have used the said service while 1.47% have not used it yet. In overall, 67.64% of the respondents have used this service and 32.35% have not used it yet.

It is stated that 23.61% of the respondents from STEM have already used the Library Instruction Service, the remaining 9.72% haven't used it yet. In ABM, 25% of the respondents are used the service and 9.72% haven't used it yet. In GAS, 15.27% of the respondents have used the service, 9.72% haven't used it yet. While 4.17% of the respondents from HUMSS have used the service and 2.78% have not used yet. Generally, 68.05% of the respondents have used this service and 31.95% have not used it yet.

It is presented that 21.79% of the respondents from STEM have used the Reference and Information Service and 15.38% have not used it. As for the respondents from ABM, 14.10% have used it and 15.38% of them have not used yet. Then, 16.67% of the respondents from GAS have used the service and 7.69% have not. On the other hand, there is only 2.56% of the respondents from HUMSS have used the service and 6.41% have not yet used. In total, 55.12% of the respondents have used this service while 44.86% have not used yet.

It is indicated that 18.18%, of the respondents from STEM and HUMSS have used and 18.18% from the said strands have not yet used the library's Reserve Service. Meanwhile, only 0.09% of the respondents from ABM have used the service and 16.36% percent of them have not yet. Then, 18.18% of the respondents from GAS said that they have used the service and 12.72% said they haven't yet. On the other hand, 3.63% of respondents from HUMSS have used and 3.63% have not yet

used the service. Overall, 49.08% of the respondents have used this service while 50.89% have not used it yet.

It is revealed that 34.09% of the respondents from STEM have used the library's Wi-Fi Service and 6.81% of them haven't used it yet while 23.86% of the respondents from ABM have used this service and 5.68% have not used yet. Then, 20.45% from the respondents from GAS have used the service and only 1.14% have not used it yet. As for HUMSS, 4.54% of the respondents have used the service and there are still 3.41% respondents that have not used the service yet. Generally, 82.94% of the respondents have used this service and only 17.04% have not used it yet.

Namugera (2014) had findings that the rate of customers' awareness about the services is directly associated to its usage as well which the data denotes that the most used (and also the most -known) service offered by the library is the Wi-Fi Service and the least used (and also the least known) service is the E-journals Subscription Service.

Omehia, Obi and Itohowo (2008) concluded that the degree of use of library services is based on academic disciplines of students. This means that library services should be implemented based on the different information needs of students to be able to meet those needs. Yusuf (2014) also stated the significance of developing collaboration between the school library staff and school staff members for motivating students to use the library services.

Table 4

Respondents' Extent of Use to the Circulation Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Once a week	4	18.18	1	4.55	3	13.64	1	4.55	9	40.91
Every 2 weeks	1	4.55	0	0.00	3	13.64	1	4.55	5	22.73
Once a month	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Once or twice a semester	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Rarely	3	13.64	3	13.64	2	9.09	0	0.00	8	36.36
TOTAL	8	36.36	4	18.18	8	36.36	2	9.09	22	100

The table shows that the 18.18% of respondents from STEM uses the library's Circulation Service once a week, 4.55% uses it every two weeks, and 13.64% rarely uses the said service. The 4.55% of the respondents from ABM uses the service once a week and 13.64% rarely uses it. The 13.64% of the respondents from GAS uses the said service both once a week and every two weeks, and 9.09% rarely uses it. 4.55% of the respondents from HUMSS uses the service once a week and the 4.55% uses it in every two weeks. From the overall respondents, 40.91% uses the service once a week, 22.73% uses it every two weeks and 36.36% rarely uses it.

The data reveals that no one uses the Circulation service offered by the library in a daily basis but most of them uses it once a week. This means that the quite many respondents

borrows library materials that implies their met information needs.

Table 5

Respondents' Extent of Use to the Current Awareness Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	2	6.90	1	3.45	0	0.00	1	3.45	4	13.79
Once a week	1	3.45	4	13.79	6	20.69	0	0.00	11	37.93
Every 2 weeks	0	0.00	2	6.90	3	10.34	0	0.00	5	17.24
Once a month	0	0.00	0	0.00	2	6.90	1	3.45	3	10.34
Once or twice a semester	1	3.45	0	0.00	0	0.00	0	0.00	1	3.45
Rarely	3	10.34	1	3.45	0	0.00	1	3.45	5	17.24
TOTAL	7	24.14	8	27.59	11	37.93	3	10.34	29	100

The table shows that 6.90% of the respondents from STEM uses the library's Current Awareness Service in a daily basis, 3.45% uses it once a week, 3.45% uses it once or twice a semester, and 10.34% rarely uses the said service. The 3.45% of the respondents from ABM uses the service every day, 13.79% uses it once a week, 6.9% uses it every two weeks and 3.45% rarely uses it. The 20.69% of the respondents from GAS uses the said service once a week, 10.34% uses it every two weeks and 6.9% uses it once a month. The 3.45% of the respondents from HUMSS uses the service in a daily basis, another 3.45% uses it once a month and another 3.45% rarely uses it. From the overall respondents, 13.79% uses the service every day, 37.93% uses it once a week, 17.24% uses it every two weeks, 10.34% uses it once a month, 3.45% uses it once or twice a semester and 17.24% rarely uses it.

The data reveals that Current Awareness Service offered by the library is mostly being used once a week which implies that there are users that subscribe to the library by checking the new library materials available for use.

Table 6

Respondents' Extent of Use to the Customer Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	4	8.00	2	4.00	1	2.00	1	2.00	8	16.00
Once a week	7	14.00	5	10.00	3	6.00	1	2.00	16	32.00
Every 2 weeks	4	8.00	1	2.00	2	4.00	0	0.00	7	14.00
Once a month	2	4.00	1	2.00	2	4.00	0	0.00	5	10.00
Once or twice a semester	1	2.00	0	0.00	1	2.00	0	0.00	2	4.00
Rarely	6	12.00	3	6.00	2	4.00	1	2.00	12	24.00
TOTAL	24	48.00	12	24.00	11	22.00	3	6.00	50	100

The table shows that 8% of the respondents from STEM uses the library's Customer Service in a daily basis, 14% uses it once a week, 8% uses it every two weeks, 4% uses it once a month, 2% uses it once or twice a semester, and 12% rarely uses the said service. The 4% of the respondents from ABM uses the

service every day, 10% uses it once a week, 2% uses it both every two weeks and once a month, and 6% rarely uses it. The 2% of the respondents from GAS uses the said service in a daily basis, 6% uses it once a week, 4% uses it both every two weeks and once a month, 2% uses it once or twice a semester, and 4% rarely uses it. The 2% of the respondents from HUMSS uses the service in a daily basis, another 2% uses it once a week and another 2% rarely uses it. From the overall respondents, 16% uses the service every day, 32% uses it once a week, 14% uses it every two weeks, 10% uses it once a month, 4% uses it once or twice a semester and 24% rarely uses it.

The data reveals that the Customer Service offered by the library is mostly being used once a week which implies that there are users that approaches the librarian in the information desk for questions and information needs.

Table 7

Respondents' Extent of Use to the E-journals Subscription of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Once a week	1	11.11	0	0.00	1	11.11	0	0.00	2	22.22
Every 2 weeks	1	11.11	0	0.00	0	0.00	0	0.00	1	11.11
Once a month	1	11.11	0	0.00	1	11.11	1	11.11	3	33.33
Once or twice a semester	1	11.11	0	0.00	0	0.00	0	0.00	1	11.11
Rarely	1	11.11	0	0.00	0	0.00	1	11.11	2	22.22
TOTAL	5	55.56	0	0.00	2	22.22	2	22.22	9	100

The table shows that no respondents from STEM uses the library's E-journals Subscription every day, 11.11% uses it once a week, every two weeks, once a month, once or twice a semester and the same goes as well in rarely. As of the respondents from ABM, no one have used it yet. From the respondents from GAS, 11.11% of them uses it once a week and the 11.11% uses it once or twice a semester. Then, 11.11% of the respondents' from HUMSS uses it once a month and another 11.11% rarely uses it. In total, 22.2% uses this service once a week, 11.1% uses it every two weeks, 33.3% uses it once a month, another 11.1% uses it once/twice a semester and 22.2% rarely uses it.

The data implies that the E-journals Subscription offered by the library is the least used by the respondents.

Table 8

Respondents' Extent of Use to the Information Referral Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	1	3.45	1	3.45	0	0.00	0	0.00	2	6.90
Once a week	0	0.00	5	17.24	0	0.00	0	0.00	5	17.24
Every 2 weeks	2	6.90	0	0.00	2	6.90	0	0.00	4	13.79
Once a month	3	10.34	2	6.90	1	3.45	1	3.45	7	24.14
Once or twice a semester	2	6.90	0	0.00	0	0.00	1	3.45	3	10.34
Rarely	2	6.90	4	13.79	2	6.90	0	0.00	8	27.59
TOTAL	10	34.48	12	41.38	5	17.24	2	6.90	29	100

The table shows that 3.45% of the respondents from STEM is using the library's Referral Service every day, no one uses it once a week, 6.90% is using it in every two weeks, 10.34% uses it once a month, 6.90% uses this service once or twice a semester and then 6.90% rarely uses it. As for the respondents from ABM, 3.45% uses the service every day, 17.24% uses it once a week, 6.9% uses it once a month, no one uses it once or twice a semester and 13.79% rarely uses it. No one uses the said service every day and once a week, in every two weeks 6.9% uses it, while 3.45% use once a month, no one uses it once or twice a semester and 6.9% rarely uses it. In the respondents from HUMSS, no one uses it every day, once a week and every two weeks. Both 3.45% uses this service once a month and once or twice a semester and then no one rarely uses it. Generally, 6.9% uses it every day, 17.24% uses it once a week, 13.79% uses it every two weeks, 24.14% once a month, 10.34% uses it once or twice a semester and 27.59% rarely uses it.

The data reveals that the Information Referral Service offered by the library is being used by the respondents. This may affect the library negatively because it may imply that the library's resources lack and is not enough to provide all the information needs of the students.

Table 9

Respondents' Extent of Use to the Information Commons Services of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	3	6.52	4	8.70	2	4.35	2	4.35	9	19.57
Once a week	8	17.39	3	6.52	5	10.87	0	0.00	15	32.61
Every 2 weeks	2	4.35	1	2.17	2	4.35	1	2.17	6	13.04
Once a month	4	8.70	0	0.00	2	4.35	1	2.17	7	15.22
Once or twice a semester	2	4.35	0	0.00	0	0.00	0	0.00	2	4.35
Rarely	1	2.17	0	0.00	2	4.35	2	4.35	5	10.87
TOTAL	20	43.48	8	17.39	13	28.26	5	10.87	46	100

The table shows that 6.52% of the respondents from STEM uses the library's Information Commons Services every day, 17.39% uses it once a week, 4.35% uses it every two weeks, 8.70% uses it once a month, 4.35% uses it once or twice a semester and 2.17% rarely uses it. As of the respondents from ABM, 8.7% uses it every day, 6.52% uses it once a week, 2.17% uses it every two weeks, and no one uses it once a month, once or twice a semester, and rarely. While, 4.35% of the respondents from GAS uses the service every day, 2.17% uses it once a week, 2.17% uses it every two weeks and once a month, no one uses it once or twice a semester, and 4.35% rarely uses it. On the other hand, 4.35% of the respondents from HUMSS use this service every day, no one uses it once a week, 2.17% uses it every two weeks and once a month, no one uses this once or twice a

semester and 4.35% rarely uses it. Generally, 19.57% uses the service every day, 32.61% uses it once a week, 13.04% uses it every two weeks, 15.22% uses it once a month, 4.35% uses it once or twice a semester, and 10.87% rarely uses it.

This data denotes that most of the respondents use the Information Commons Services offered by the library. Most commonly, this service is being used every day and once a week which implies that students are into using computers to search for information or create presentations or surf the web, etc.

Table 10

Respondents' Extent of Use to the Library Instruction Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	3	6.12	6	12.24	3	6.12	1	2.04	13	26.53
Once a week	6	12.24	3	6.12	5	10.20	0	0.00	14	28.57
Every 2 weeks	1	2.04	0	0.00	0	0.00	0	0.00	1	2.04
Once a month	1	2.04	2	4.08	0	0.00	1	2.04	4	8.16
Once or twice a semester	2	4.08	0	0.00	0	0.00	0	0.00	2	4.08
Rarely	4	8.16	7	14.29	3	6.12	1	2.04	15	30.61
TOTAL	17	34.69	18	36.73	11	22.45	3	6.12	49	100

The table states that 6.12% of the respondents from STEM have been using the Library Instruction Service daily, 12.24% is using it weekly, 2.04% uses it bi-weekly, 2.04% is using it monthly, 4.08% uses it once or twice a semester and

8.16% uses it rarely. In ABM, 12.24% of the respondents from ABM have been using the Library Instruction Service daily, 6.12% is using it weekly, no one uses it bi-weekly, 4.08% is using it monthly, no one uses it once or twice a semester and 14.29% uses it rarely. Then, 6.12% of the respondents from GAS have been using the Library Instruction Service daily, 10.20% is using it weekly, no one uses it bi-weekly, no one is using it monthly, no one uses it once or twice a semester and 6.12% uses it rarely. And, 2.04% of the respondents from HUMSS have been using the Library Instruction Service daily, no one is using it weekly, no one uses it bi-weekly, 2.04% is using it monthly, no one uses it once or twice a semester and 2.04% uses it rarely. In general, 26.53% of the respondents uses it daily, 28.57% uses it weekly, only 2.04% is using it bi-weekly, 8.16% uses it monthly, 4.08% is using it once or twice a semester, and 30.61% have been rarely using it.

The data reveals that the Library Instruction Services offered by the library is being used almost all the time which implies that students still consult librarians regarding their inquiries about the library and its policies and procedures.

Table 11

Respondents' Extent of Use to the Reference and Information Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	0	0.00	0	0.00	2	4.65	1	2.33	3	6.98
Once a week	7	16.28	2	4.65	5	11.63	0	0.00	14	32.56
Every 2 weeks	4	9.30	3	6.98	2	4.65	0	0.00	9	20.93
Once a month	1	2.33	3	6.98	2	4.65	0	0.00	6	13.95
Once or twice a semester	0	0.00	0	0.00	2	4.65	0	0.00	2	4.65
Rarely	5	11.63	3	6.98	0	0.00	1	2.33	9	20.93
TOTAL	17	39.53	11	25.58	13	30.23	2	4.65	43	100

The table presents that 0% of the respondents from STEM have been using the library reference and information service, 16.28% is using it weekly, 9.30% uses it bi-weekly, 2.33% is using it monthly, no one from the respondents uses it once or twice a semester and 11.63% uses it rarely. In ABM, 0% of the respondents from ABM have been using the Library Instruction Service daily, 4.65% is using it weekly, 6.98% uses it bi-weekly, 6.98% is using it monthly, no one from the respondents uses it once or twice a semester and 6.98% uses it rarely. Then, 4.65% of the respondents from GAS have been using the Library Instruction Service daily, 11.63% is using it weekly, 4.65% uses it bi-weekly, 4.65% is using it monthly, 4.65% uses it once or twice a semester and no one from the respondents uses it rarely. And, 2.33% of the respondents from

HUMSS have been using the Library Instruction Service daily, no one is using it weekly, no one uses it bi-weekly, no one from the respondents is using it monthly, no one uses it once or twice a semester and 2.33% uses it rarely. In total, 6.98% of the respondents uses the service, 32.5% uses it weekly, only 20.93% is using it bi-weekly, 13.95% uses it monthly, 4.65% is using it once or twice a semester, and 20.93% have been using it rarely.

The data denotes that the Reference and Information Service offered by the library is being used by the students. They still confer the librarians when they are in need of information or have questions which can be satisfied and provided through reference resources owned by the library.

Table 12

Respondents' Extent of Use to the Reserve Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	0	0.00	0	0.00	4	14.81	0	0.00	4	14.81
Once a week	4	14.81	1	3.70	4	14.81	0	0.00	9	33.33
Every 2 weeks	3	11.11	1	3.70	1	3.70	1	3.70	6	22.22
Once a month	1	3.70	1	3.70	1	3.70	0	0.00	3	11.11
Once or twice a semester	1	3.70	0	0.00	0	0.00	0	0.00	1	3.70
Rarely	1	3.70	2	7.41	0	0.00	1	3.70	4	14.81
TOTAL	10	37.04	5	18.52	10	37.04	2	7.41	27	100

The table reveals that 0% of the respondents from STEM have been using the library's Reserve Service, 14.81% is using it weekly, 11.11% uses it bi-weekly, 3.7% is using it monthly, 3.7% from the respondents uses it once or twice a semester and 14.81% uses it rarely. In ABM, 0% of the respondents from ABM have been using the Library Instruction Service daily, 3.70% is using it weekly, 3.70% uses it bi-weekly, 3.70% is using it monthly, no one from the respondents uses it once or twice a semester and 7.41% uses it rarely. Then, 14.81% of the respondents from GAS have been using the Library Instruction Service daily, 14.81% is using it weekly, 3.7% uses it bi-weekly, 3.7% is using it monthly, no one from the respondents uses it once or twice a semester and no one from the respondents uses it rarely. And, 0% of the respondents from HUMSS have been using the Library Instruction Service daily, no one is using it weekly, 3.7% uses it bi-weekly, no one from the respondents is using it monthly, no one uses it once or twice a semester and 3.7% uses it rarely. In general, 14.81% of the respondents uses the service, 33.33% uses it weekly, only 22.22% is using it bi-weekly, 11.11% uses it monthly, 3.70% is using it once or twice a semester, and 14.81% have been using it rarely.

The data reveals that the Reserve Service offered by the library is being quite used by the respondents which implies that still the library owns materials that are of demand and which satisfies their information needs.

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Table 13

Respondents' Extent of Use to the Wi-Fi Service of BU SHS Library

Strand	STEM		ABM		GAS		HUMSS		TOTAL	
	f	%	f	%	f	%	f	%	f	%
Everyday	19	26.03	16	21.92	13	17.81	3	4.11	51	69.86
Once a week	7	9.59	4	5.48	3	4.11	1	1.37	15	20.55
Every 2 weeks	2	2.74	0	0.00	1	1.37	0	0.00	3	4.11
Once a month	0	0.00	0	0.00	1	1.37	0	0.00	1	1.37
Once or twice a semester	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Rarely	2	2.74	1	1.37	0	0.00	0	0.00	3	4.11
TOTAL	30	41.10	21	28.77	18	24.66	4	5.48	73	100

The table indicates that 26.03% of the respondents from STEM have been using the library reference and information service, 9.59% is using it weekly, 2.74% uses it bi-weekly, 0% is using it monthly, no one from the respondents uses it once or twice a semester and 2.74% uses it rarely. In ABM, 21.92% of the respondents from ABM have been using the Library Instruction Service daily, 5.48% is using it weekly, 0% uses it bi-weekly, 0% is using it monthly, no one from the respondents uses it once or twice a semester and 1.37% uses it rarely. Then, 17.81% of the respondents from GAS have been using the Library Instruction Service daily, 4.11% is using it weekly, 1.37% uses it bi-weekly, 1.37% is using it monthly, no one from the respondents uses it once or twice a semester and no one from the respondents uses it rarely. And, 4.11% of the respondents from HUMSS have been using the Library Instruction Service daily, the remaining 1.37% of the respondents is using it weekly,

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no one uses it bi-weekly, no one from the respondents is using it monthly, no one uses it once or twice a semester and no one from the respondents uses it rarely. In total, 69.86% of the respondents uses the service, 20.55% uses it weekly, only 4.11% is using it bi-weekly, 1.37% uses it monthly, no one from the respondents is using it once or twice a semester, and 4.11% have been using it rarely.

The data conveys that the Wi-Fi Service offered by the library is mostly being used by the respondents which may be because of its convenience and faster gateway to the web including social media websites which is very prevalent these days.

Table 14

Respondents' Satisfaction to the Circulation Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	1	4.55	5	22.73	2	9.09	0	0	0	0	8
ABM	0	0.00	2	9.09	2	9.09	0	0	0	0	4
GAS	3	13.64	3	13.64	1	4.55	1	4.55	0	0	8
HUMSS	0	0.00	1	4.55	1	4.55	0	0	0	0	2
TOTAL	4	18.18	11	50.00	6	27.27	1	4.55	0	0	22

The table indicates that the 4.55% of the respondents from STEM are very satisfied in the library's Circulation Service. The 22.73% are satisfied and 9.09% are neither satisfied nor dissatisfied. Half of the respondents from ABM, 9.09%, are satisfied in the service and the 9.09% are neither satisfied nor

dissatisfied. The 13.64% of the respondents from GAS are very satisfied in the said service, another 13.64% are satisfied, 4.55% are neither satisfied nor dissatisfied and another 4.55% are dissatisfied. There are 4.55%, from HUMSS are satisfied while the 4.55% are neither satisfied nor dissatisfied. From the overall respondents, 18.18% are very satisfied, 50% are satisfied, 27.27% are neither satisfied nor dissatisfied, and 4.55% are dissatisfied.

The data implies that the Circulation Service offered by the library is generally satisfying the needs of the students through the dissemination of information about new library materials that are available for use.

Table 15

Respondents' Satisfaction to the Current Awareness Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	3	10.34	4	13.79	0	0.00	0	0	0	0	7
ABM	5	17.24	3	10.34	0	0.00	0	0	0	0	8
GAS	4	13.79	6	20.69	1	3.45	0	0.00	0	0	11
HUMSS	1	3.45	1	3.45	1	3.45	0	0	0	0	3
TOTAL	13	44.83	14	48.28	2	6.90	0	0.00	0	0	29

The table indicates that the 10.34% of the respondents from STEM are very satisfied in the library's Current Awareness Service and 13.79% are satisfied. The 17.24% of the respondents from ABM are very satisfied in the service and 10.34% are

satisfied. The 13.79% of the respondents from GAS are very satisfied in the said service, another 20.69% are satisfied and 3.45% are neither satisfied nor dissatisfied. The 3.45% of the respondents from HUMSS are very satisfied while the other 3.45% are satisfied and another 3.45% are neither satisfied nor dissatisfied. From the overall respondents, 44.83% are very satisfied, 48.28% are satisfied, and 6.90% are neither satisfied nor dissatisfied.

The data denotes that more than half of the respondents are satisfied in the Current Awareness Service offered by the library. This implies that this service is effectively implemented and it has been beneficial to the students.

Table 16

Respondents' Satisfaction to the Customer Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	11	22.00	10	20.00	3	6.00	0	0	0	0	24
ABM	4	8.00	3	6.00	5	10.00	0	0	0	0	12
GAS	3	6.00	6	12.00	2	4.00	0	0	0	0	11
HUMSS	3	6.00	0	0.00	1	2.00	0	0	0	0	3
TOTAL	21	42.00	19	38.00	10	20.00	0	0	0	0	50

The table indicates that the 22% of the respondents from STEM are very satisfied in the library's Customer Service, 20% are satisfied, and 6% are neither satisfied nor dissatisfied. The

8% of the respondents from ABM are very satisfied in the service, 6% are satisfied, and 10% are neither satisfied nor dissatisfied. The 6% of the respondents from GAS are very satisfied in the said service, 12% are satisfied and 4% are neither satisfied nor dissatisfied. While 6%, of the respondents from HUMSS are very satisfied n the said service. From the overall respondents, 42% are very satisfied, 38% are satisfied, and 20% are neither satisfied nor dissatisfied.

The data implies that the Customer Service offered by the library is successful and has been helpful to the students who approached the librarian in the information desk regarding any of their information needs.

Table 17

Respondents' Satisfaction to the E-journals Subscription of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	0	0.00	3	33.33	1	11.11	1	11.11	0	0	5
ABM	0	0.00	0	0.00	0	0.00	0	0	0	0	0
GAS	1	11.11	1	11.11	0	0.00	0	0	0	0	2
HUMSS	1	11.11	1	11.11	0	0.00	0	0	0	0	2
TOTAL	2	22.22	5	55.56	1	11.11	1	0	0	0	9

The table presents that no one of the respondents from STEM is very satisfied in the library's E-journal Subscription, 33.33% are satisfied, 11.11% are neither satisfied nor

dissatisfied, and 11.11% are dissatisfied. As for the respondents from ABM, no one uses it so there are no tallied data regarding their satisfaction. While, 11.11% of the respondents from GAS are very satisfied and 11.11% are satisfied. Which goes the same with the respondents from HUMSS, 11.11% are very satisfied and 11.11% are satisfied. Overall, 22.11% are very satisfied, 56.56% are satisfied, both 11.11% are neither satisfied nor dissatisfied, and dissatisfied.

The data means that the E-journals Subscription offered by the library has been satisfying to the few who have used it. It is best if there would be more publicity of this service to be able to serve and satisfy more students.

Table 18

Respondents' Satisfaction to the Information Referral Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	1	3.45	7	24.14	2	6.90	0	0	0	0	10
ABM	2	6.90	3	10.34	7	24.14	0	0	0	0	12
GAS	0	0.00	2	6.90	3	10.34	0	0	0	0	5
HUMSS	1	3.45	1	3.45	0	0.00	0	0	0	0	2
TOTAL	4	13.79	13	44.83	12	41.38	0	0	0	0	29

The table indicates that 3.45% of the respondents from STEM are very satisfied with the library's Information Referral Service, 24.14% are satisfied, 6.90% are neither satisfied nor dissatisfied, and no one is dissatisfied and very dissatisfied. While, 6.9% of the respondents from ABM are very satisfied, 10.34% are satisfied, 24.14% are neither satisfied nor dissatisfied, and no one is dissatisfied and very dissatisfied. On the other hand, no one of the respondents from GAS are very satisfied, 6.90% are satisfied, 10.34% are neither satisfied nor dissatisfied, and no one is dissatisfied and very dissatisfied. Then 3.45% of the respondents from HUMSS are very satisfied and 3.45% is satisfied. In general, 13.79% are very satisfied, 44.83% are satisfied, and 41.38% are neither satisfied nor dissatisfied.

The data means that the Information Referral Service offered by the library has been satisfying to most of the respondents who have already used it. This implies that the library has strong connections to other libraries outside the institution and those libraries have been beneficial to the BU SHS Library and its users.

Table 19

Respondents' Satisfaction to the Information Commons Services of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	6	13.64	10	22.73	4	9.09	0	0.00	0	0	20
ABM	3	6.82	4	9.09	1	2.27	0	0	0	0	8
GAS	3	6.82	7	15.91	3	6.82	0	0	0	0	13
HUMSS	2	4.55	1	2.27	1	2.27	0	0	0	0	2
TOTAL	14	31.82	22	50.00	8	18.18	0	0	0	0	44

The table shows that 13.64% of the respondents from STEM are satisfied in the library's Information Commons, 22.73% are satisfied, 9.09% are neither satisfied nor dissatisfied and no one is dissatisfied and very dissatisfied. On the other hand, 6.82% of the respondents from ABM are very satisfied, 9.09% are satisfied, 2.27% are neither satisfied nor dissatisfied, and no one is dissatisfied and very dissatisfied. While, 23% of the respondents from GAS are very satisfied, 54% are satisfied, 23% are neither satisfied nor dissatisfied, and no one is in dissatisfied and very dissatisfied. Then, 67% of the respondents from HUMSS are very satisfied, 33% are satisfied, and no is neither satisfied nor dissatisfied, dissatisfied, and very satisfied. In total, 32% are very satisfied, 50% are satisfied, and 18% are neither satisfied nor dissatisfied.

This data reveals that the Information Commons Services offered by the library has been satisfying to almost all of the respondents who have used it. This means that this library service is of value to the students by providing their needs.

Table 20

Respondents' Satisfaction to the Library Instruction Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	8	16.33	6	12.24	3	6.12	0	0.00	0	0	17
ABM	4	8.16	12	24.49	2	4.08	0	0	0	0	18
GAS	0	0.00	10	20.41	1	2.04	0	0	0	0	11
HUMSS	2	4.08	1	2.04	0	0.00	0	0	0	0	3
TOTAL	14	28.57	29	59.18	6	12.24	0	0	0	0	49

The table states that 16.13% of the respondents from STEM are very satisfied with the Library Instruction Service offered by the library, 12.24 % of them are satisfied, 6.12% says they are neither satisfied nor dissatisfied and there's no respondents are dissatisfied or very dissatisfied. For the respondents from ABM, 8.16% of them says that they are very satisfied with the service, 24.49% of them says that they are satisfied, 4.08% of them states that they are neither satisfied nor dissatisfied with the service and there are no respondents are dissatisfied or very dissatisfied. Meanwhile, there's no respondents from GAS who said that they are very satisfied with the service, but 20.41% of them says that they are satisfied, only 2.04% said that they are just fine with the service and there's no respondents who said that they are dissatisfied. On the other hand, 4.08% of the respondents from HUMSS says that they are very satisfied of the service, 2.04% of them are satisfied, and there's no dissatisfaction from them. In general, 28.57% of the respondents are very satisfied with their experience of instruction in the library, then 59.18% of them are satisfied, 12.24% of them are neither satisfied nor dissatisfied and there's no dissatisfaction for the Library Instruction Service.

The data means that the Library Instruction Service offered by the library has been successfully performed to students which resulted to their familiarization to the library's collection, procedures, policies, etc.

Table 21

Respondents' Satisfaction to the Reference and Information Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	3	6.98	9	20.93	5	11.63	0	0	0	0	17
ABM	4	9.30	5	11.63	2	4.65	0	0	0	0	11
GAS	3	6.98	7	16.28	3	6.98	0	0	0	0	13
HUMSS	1	2.33	1	2.33	0	0.00	0	0	0	0	2
TOTAL	11	25.58	22	51.16	10	23.26	0	0	0	0	43

The table presents that 6.98% of the respondents from STEM are very satisfied with the library's Reference and Information Service, 20.93% of them are satisfied, 11.63% says they are neither satisfied nor dissatisfied and there's no respondents are dissatisfied or very dissatisfied. For the respondents from ABM, 9.30% of them says that they are very satisfied with the service, 11.63% of them says that they are satisfied, 4.65% of them states that they are neither satisfied nor dissatisfied with the service and there are no respondents are dissatisfied or very dissatisfied. Meanwhile, there's 6.98% respondents from GAS who said that they are very satisfied with the service, 16.28% of them says that they are satisfied, 6.98% said that they are just fine with the service and there's no respondents who said that they are dissatisfied. On the other hand, 2.33 of the respondents from HUMSS says that they are very satisfied of the service, the 2.33% are satisfied, and there's no dissatisfaction from them. Generally, 25.58% of the respondents are very satisfied with their experience of reference service in the library, then 51.16% of them are satisfied, 23.26% of them are neither satisfied nor dissatisfied and there's no dissatisfaction for this service.

The data denotes that the Reference and Information Service offered by the library has been satisfying to the respondents by providing them support and guidance as they seek access to information regardless of the format and wherever the resources may be located.

Table 22

Respondents' Satisfaction to the Reserve Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	2	7.41	7	25.93	1	3.70	0	0	0	0	10
ABM	2	7.41	2	7.41	1	3.70	0	0	0	0	5
GAS	4	14.81	3	11.11	3	11.11	0	0	0	0	10
HUMSS	0	0.00	2	7.41	0	0.00	0	0	0	0	2
TOTAL	8	29.63	14	51.85	4	14.81	0	0	0	0	27

The table shows that 7.41% of the respondents from STEM are very satisfied with the library's Reserve Service, 25.93 % of them are satisfied, 3.70% says they are neither satisfied nor dissatisfied and there's no respondents are dissatisfied or very dissatisfied. For the respondents from ABM, 7.41% of them says that they are very satisfied with the service, 7.41% of them says that they are satisfied, 3.70% of them states that they are neither satisfied nor dissatisfied with the service and there are no respondents are dissatisfied or very dissatisfied.

Meanwhile, there's 14.81% respondents from GAS who said that they are very satisfied with the service, 11.11% of them says that they are satisfied, 11.11% said that they are just fine with the service and there's no respondents who said that they are dissatisfied. On the other hand, there's no respondents from HUMSS says that they are very satisfied of the service, there are 7.41% who are satisfied, and there's no dissatisfaction from them. In general, 29.63% of the respondents are very satisfied with their experience of reserving materials in the library, then 51.85% of them are satisfied, 14.81% of them are neither satisfied nor dissatisfied and there's no dissatisfaction for the said service.

The data reveals that the Reserve Service offered by the library has been satisfying most of the respondents which implies that it is well-operated and equal opportunities and fair performance are what the librarian practices.

Table 23

Respondents' Satisfaction to the Wi-Fi Service of BU SHS Library

Strand	Very Satisfied		Satisfied		Neither		Dissatisfied		Very Dissatisfied		Total
	5	%	4	%	3	%	2	%	1	%	
STEM	13	17.81	12	16.44	5	6.85	0	0	0	0	30
ABM	11	15.07	8	10.96	2	2.74	0	0	0	0	21
GAS	13	17.81	5	6.85	0	0.00	0	0	0	0	18
HUMSS	1	1.37	1	1.37	2	2.74	0	0	0	0	4
TOTAL	38	52.05	26	35.62	9	12.33	0	0	0	0	73

The table indicates that 17.81% of the respondents from STEM are very satisfied with the library's Wi-Fi Service, 16.44 % of them are satisfied, 6.85% says they are neither satisfied nor dissatisfied and there's no respondents are dissatisfied or very dissatisfied. For the respondents from ABM, 15.07% of them says that they are very satisfied with the service, 10.96% of them says that they are satisfied, 2.74% of them states that they are neither satisfied nor dissatisfied with the service and there are no respondents are dissatisfied or very dissatisfied. Meanwhile, there's 17.81% respondents from GAS who said that they are very satisfied with the service, 6.85% of them says that they are satisfied and there's no respondents who said that they are dissatisfied. On the other hand, 1.37% of the respondents from HUMSS says that they are very satisfied of the service, the other 1.37% are satisfied, 2.74% says that they are neither satisfied nor dissatisfied and there's no dissatisfaction from them. In general, 52.05% of the respondents are very satisfied with their experience of free Wi-Fi service in the library, then 35.62% of them are satisfied, 12.33% of them are neither satisfied nor dissatisfied and there's no dissatisfaction for the said service.

The data means that the Wi-Fi Service offered by the library is satisfying the respondents which denotes that the Wi-Fi connection is fast and access to it is easy and convenient.

Table 24

Respondents' Suggestions and Recommendations to the Library Services of BU SHS Library

Suggestions & Recommendations	STEM		ABM		GAS		HUMSS		Total
	f	%	f	%	f	%	f	%	
Additional books	5	9.80	11	21.57	2	3.92	0	0	18
Faster Wi-Fi	3	5.88	4	7.84	0	0.00	2	3.92	9
Additional chairs and table	4	7.84	2	3.92	0	0.00	2	3.92	8
Additional air-condition units	0	0.00	2	3.92	0	0.00	3	5.88	5
Noise monitoring of other students inside the library	1	1.96	0	0.00	1	1.96	0	0.00	2
Approachability of librarian	0	0.00	0	0.00	1	1.96	0	0.00	1
Expansion of the library	0	0.00	0	0.00	0	0.00	1	1.96	1
General improvement of library	1	1.96	0	0.00	0	0.00	0	0.00	1
Introduction of the library services to students	1	1.96	0	0.00	0	0.00	0	0.00	1
Library Instruction Service improvement	1	1.96	0	0.00	0	0.00	0	0.00	1
Maintaining cleanliness	0	0.00	0	0.00	0	0.00	1	1.96	1
More accessible location for the library	0	0.00	0	0.00	0	0.00	1	1.96	1
Promotion of reading	1	1.96	0	0.00	0	0.00	0	0.00	1
Provide programs and activities	0	0.00	0	0.00	0	0.00	1	1.96	1
Total	17	33.33	19	37.25	4	7.84	11	21.57	51

The table shows the suggestions and recommendations of the students which can help the library to improve in terms of its services, facilities, collection or the library itself. Fourteen (14) suggestions and recommendations were given: (1) Additional books, where 9.80% of the respondents from STEM, 21.57% from ABM, and 3.92% from GAS have suggested this; (2) Faster Wi-Fi, where 5.88% of the respondents from STEM, 7.84% from ABM, and 3.92% from HUMSS have made this suggestion; (3) Additional chairs and tables, where 7.84% of the respondents from STEM, 3.92% from ABM, and 3.92% from HUMSS have given this suggestion; (4) Additional air-condition units, where 3.92% of the respondents from ABM and 5.88% from HUMSS have suggested this; (5) Noise monitoring of other students inside the library, where 1.96% of the respondents from STEM and the other 1.96% from GAS have suggested this; (6) Approachability of the librarian, where 1.96% of the respondents from GAS have suggested this; (7) General improvement of the library, where 1.96% of the respondents from STEM have suggested this; (8) Introduction of the library services to students, where 1.96% of the respondents from STEM have given this suggestion; (9) Library Instruction Service improvement, where 1.96% of the respondents from STEM have suggested this; (10) Maintaining cleanliness, where 1.96% of the respondents from HUMSS have stated this suggestion; (11) More accessible location of the library, where 1.96% of the respondents from HUMSS have made this suggestion; (12) Promotion of reading, where 1.96% of the respondents from STEM have suggested this; (13) Provide programs and activities, where 1.96% of the respondents from HUMSS have given this suggestion and; (14) Expansion of the library, where 1.96% of the respondents from HUMSS have stated this suggestion.

Those suggestions will help a lot for the improvements of the library. As we can see, additional books was the most suggested. And this table revealed that the Grade 11 library needs an improvement. In general, 51 respondents have given suggestions and recommendations for the library's improvement.

Conclusions

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

1. The researcher found out that most of the BU Grade 11 students were aware of the BU Senior High School Library and its services. This is because the library conducts library orientation every beginning of a semester. Wi-Fi service was the most known service among the other services offered by BU Senior High School Library. On the other hand, e-journals subscription was the least known service.

2. Most of the BU Grade 11 students use the circulation service, current awareness service, information commons services, reference and information service, reserve service, and customer service once a week while for e-journals subscription, they use it once a month. Information referral service, and library instruction service were used rarely because referral service is only used when they want to do research at another library outside of BU. On the other hand, library instruction service was only conducted at the beginning of the school year and Wi-Fi is the only service that was used by the students every day.

3. The BU Grade 11 were satisfied with the Circulation service, Information Commons Services, Library Instruction Services, Reference and Information service, and Reserve service. The respondents stated that they was very satisfied with the Wi-Fi service, Customer service, Current Awareness service, and Information and Referral Service. On the other hand, they are neither satisfied nor dissatisfied with the E-journals Subscription service.

4. The respondents suggested for additional air-condition units, additional books with quality, additional chairs and tables, approachability of librarian, expansion of the library, faster Wi-Fi, general improvement of the library, introduction of the library services to students, Library Instruction Service improvement, maintaining the cleanliness, more accessible location of the library, promotion of reading, provide programs and activities, and noise monitoring of other students inside the library.

Recommendations

Based from the findings and conclusions of the study, the following recommendations are presented:

1. Further promotion of the BU SHS Library services particularly the E-journals Subscription Services to the BU SHS students should be done. Collaboration with the teachers of the BU SHS to make use of the E-journals Subscription of the library to their instruction should be strengthened.

2. Maintenance of the operation of the different library services of BU SHS Library should be practiced so that customers will continue to use it.

3. Improvement in the operation of the E-journals Subscription Service is needed for it to be satisfying to users.

4. The suggestions and recommendations of the respondents of this study may be considered for the improvement of the operation of the BU SHS Library and its services.

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TABLET VS. BOOK: THE USE OF TABLET DEVICES AS LEARNING MATERIAL AT SANCTUARIO OF ST. MARIA THERESA SCHOOL

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Abstract

The study is about the use of tablet device as a learning material replacing book as the medium of instruction at Sanctuario of St. Maria Theresa School. The researchers use descriptive research method with questionnaires as research instrument. The results showed that 49 (41%) out of 118 respondents find the one of the tablet as a learning material more convenient, 77 (65%) use tablets during their free time, 56 (47%) answered that books helps them improve their grades, 68 (58%) use tablets as tools for their studies, 47 (40%) answered that using tablet helps them retain their memory after studying, 83 (70%) use tablet because it is more accessible for their research, 48 (41%) said that tablet is handier in a learning environment, 60 (51%) answered that using tablet as learning material saves more money, 47 (40%) said that books help them be motivated in their studies because by using books they can focus more on what they are reading, 63 (53%) said that tablet is more durable, 48 (41%) answered that using books make them a fast reader, 58 (49%) use tablet because it boosts their creativity and imagination, 48 (41%) answered that tablet helps them to be more productive, 13 (46%) said that tablet has a better learning style, while 76 (64%) said that tablets are better for presentations. Based on the result, there are challenges in the school in using tablet devices among these are: provision of at least one tablet in the classroom (58%), tablet device laboratory was established as an added facility (71%), most students are technologically inclined (76%), additional tablets affected their tuition fee (59%), tablet rentals (64%), enough distribution of tablets (58%), response to criticism of using tablets as an alternative method for modern learning (79%), and enforcing rules for proper usage of tablet (80%).

Keywords: tablet, book, student, motivation, learning material.

Introduction

Information and communications technology (ICT) is a principal driver in our Information Society of which the immediate consequences for educational practice can be observed. Following this evolution, several authors have mentioned the need to shift from the traditional classroom setting, where the student is seen as a passive consumer of educational knowledge, to a classroom in which learners are considered active participants and where collaboration and sharing information in a resource-rich environment is given precedence. To advance this shift and the necessary educational reform, hardware and software developers promote new technological tools, and more specifically tablet devices, as magic devices. These tablets are more narrowly defined by the New Media Consortium in 2012 as iPads, Windows -or Android devices, i.e. small, wireless, mobile personal computers which have finger-driven touch screens and are backed-up by diverse applications in a well-provisioned application marketplace (Montrieux, 2015).

Understanding the needs of students and schools, what solutions are available, what advantages and disadvantages they

have are what you should consider before deploying tablets in the classroom. Tablet computers provide a unique opportunity to create a truly portable learning experience. Lightweight with a long battery life, they offer possibilities not previously seen with other 'mobile' computing solutions. This lends itself to better use of technology within teaching. For example, quick access to reference material during a lesson, previously difficult to achieve with existing ICT, can bring key advantages and enhance learning. Using tablets in less typical scenarios, such as field trips, workshops or physical education lessons offers opportunities for research, evidence gathering and presentation. Bringing devices such as these into the classroom and everyday life for students is in itself a learning experience. Couple this with the resources a tablet computer can deliver, such as text and reference books, audio and video resources, internet research, document preparation and review, and specific eLearning applications and activities and you have a truly versatile learning material (LearnPad, 2015).

According to this transformation to a more technology-enhanced learning approach, Hattie (2013) has indicated that: "An analysis of the meta analyses of computers in schools indicates that computers are used effectively (a) when there is a diversity of teaching strategies; (b) when there is a pre-training in the use of computers as a teaching and learning materials; (c) when there are multiple opportunities for learning (e.g. deliberative practice, increasing time on task); (d) when a student, not teacher, is in "control" of learning; (e) when peer learning is optimized; and (f) when feedback is optimized.". In other words, Hattie claimed that the following conditions should be fulfilled in order to integrate technology into the classroom; namely the role of the teacher, the need of professionalization,

and the need of adapted teaching and learning approaches.

However, more research is needed to understand students' perceptions concerning the use of tablet devices in an educational context. The limited available research, such as from Rossing, Miller, Cecil, & Stampe (2012) shows that students were very positive concerning the use of tablets in higher education, stating these devices are beneficial for immediate access to information and enhancing learning experiences, according different learning styles and preferences. Other available research such as the report from Clark & Luckin (2013) confirm these findings by stating students are generally reported to be positive about the tablet implementation, reporting the possibilities to motivate, engage them to learning, the possibility to make communication between peers and peers, and peers and teachers easier, and the added value for collaboration. These findings show an increased motivation, enthusiasm, interest, engagement, creativity and so on.

Overall, research focusing on teachers' and students' perceptions towards the use of tablet devices shows that learning appears to have become more attractive. The ease of use, the availability and direct access to the World Wide Web and the lower threshold between students and teachers at the level of communication are some of the elements that reflect the changing nature of learning.

The purpose of this study is to help institutions or school to have an idea or background to the use of tablets and books as a learning materials for the students. It could help the school to integrate technology like tablet, in a way in decision making, on what aspect or things that needs to consider when implementing

these kind of materials. It also helps the students to experience to learn and get information in both tablets and books. This research could give tips, suggestions, and recommendations that are gathered from the respondents as a basis in using tablets and books in their school.

Sanctuario of St. Maria Theresa School use tablet as their learning material. Their textbook in all subjects were installed in their tablets. Pupils cannot use the tablet when the teacher is discussing, they can only use tablet when there is an instruction from their teacher. The student council check their tablet every Monday to ensure that their tablet has no games installed.

Review of Related Literature

Using tablets in the school as a medium of instruction serves an important role in this technological age (Hedge, 2013) tablets are big help in school, it infiltrates teaching styles and it could be used as a tool in the grading management in classroom. Tablets are also mobile and these are easy to bring wherein all the documents like lesson plans, lectures, and activities are held in one hand. The tablets remove the screen barriers between the students and teachers because the teachers may present the lessons to the class holding the tablet in front of them like a piece of paper. The tablets can save paper and can organized notes in one place. Organized lesson plans, reading courses can be viewed and annotated on the tablet, taking attendance and keeping track of the students' grade, and pupils can use/view the digital version of textbooks in a tablet. Tablets could also support the digital conversation, using social media for the discussion in class. Tablets could allow to work anytime and anywhere making grades and preparing class activities, it is also used as a tool for streaming video and image projection, instead of carrying the laptop around the classroom, and can be used to show videos and images in the classroom with the use of polling and clicker technology and white board projection. The tablet is a perfect tool that could be use by the teacher to aid in the teaching method.

The tablets have an effect to both children and the parents, (Manila Bulletin, 2012) with help of tablets the parents can make their works easy, the tablet time for their kids can give them time for different chores, like sterilizing the feeding bottles and organizing the toys. But the tablet has disadvantages, it could replace the social interaction of the children between their parents and caregivers, their peers and their children. If you let them play with their tablet the natural connection with their fellow human beings will be lost. The tablet can also affect the sensory perception of the children, by using tablet they can only use their sense of hearing by different sounds, sense of sight by different colors, but they cannot use the sense of touch, they can't feel the texture, substances and temperature. The physical experience or hands on experience of the children to different activities are not holistic. Reading an e-book will never be the same like reading an actual book, because you can smell and turn the page of the book. On the contrary the tablet has a benefit for the cognitive development of the children. They learn to read, write count. They can identify places, animals and several languages. With tablets they can compile thousand titles of books, millions of games to play and a tons of music. The parents want their children to get all their needs and wants and let them use today's technology.

In terms of children's health condition (Manila Bulletin, 2013), some experts say that using of tablets don't provide any educational or developmental benefits to children. Too much screen time will lead to behavior problems and delayed social development in older children. The parents should be mindful whether the tablet time is replacing more important activities such as reading, sleeping, or interacting with adults. Too much screen time can slow the language development, it should be limited especially to the young children. For the older children too much usage of tablet can slow their social development because expert says that the solitary nature of the activity means that kids are not using the time for interaction or make social life.

Icamina (2010) stated that physical books are easy to read but e-books save trees and are easy to distribute, and practically weightless, easy to fix and change. There is also a study that shows a moderate agreeable response that the tablet is a viable replacement for books. The researchers of the study got the perception of SPCF Grade VII pupils: Tablet as a Replacement for mathematics textbook and the result of the study got a moderate agreeable response that the tablet is a viable replacement for mathematic books. In this regard the use of information and communications technology (ICT) has the potential to change teaching and learning by acting as a source of knowledge, a medium for transmitting content and a resource that fosters dialogue and exploration (Levin & Wadmany, 2008 as cited by Attard and Curry, 2012). This is a mere fourfold increase on 2010 and about 70% of the market. The iPad has been used as means to engage, inspire and motivate students through high-level presentation and communication tools. It has change the pedagogical approach, making the learning experience simpler and yet deeper. The result show that student

learn best when technologies are seamlessly integrated into the curriculum to enhance their learning experience (Manuguerra and Petocz, 2011).

A case study cited by Couse and Chen, (2010) focusing on the eight and fourth graders use of stylus interfaced technology reported benefits such as high levels of student engagement, improved writing process, higher rates of home-work completion, and fewer absences. Further, they found anecdotal support for improved student engagement with high school students due to the highly interactive nature of tablet computers. The result of the study conducted by Couse and Chen (2010) revealed that children were seldom frustrated and they persisted in their work even when the number of technical incidents increased. Further, in this last session, when children experienced more computer-based technical instances, they attained a significantly higher level of tablet use. Thus the technology does not see to inhibit children's persistence or ability to use it. In the research report for Microsoft by the Center for Technology and Learning (2005) on tablet PC, an increase in positive classroom practices took place such as students exploring a topic on their own and researching beyond their textbooks was reported. This study shows that there are so many things that the student can do in their tablets, not only reading books but they can also use the tablet for research purposes that can further enhance their learning to a specific topic they want to know and to study and that tablet is an effective learning material. All in all, as revealed by Attard and Curry (2012) in their research, the use of the iPads appears to have increased student engagement by providing a resource that promoted interactivity. Meanwhile, Bienkowski, Haert, et al. of Center for Technology in Learning, (2005) revealed that in the study they
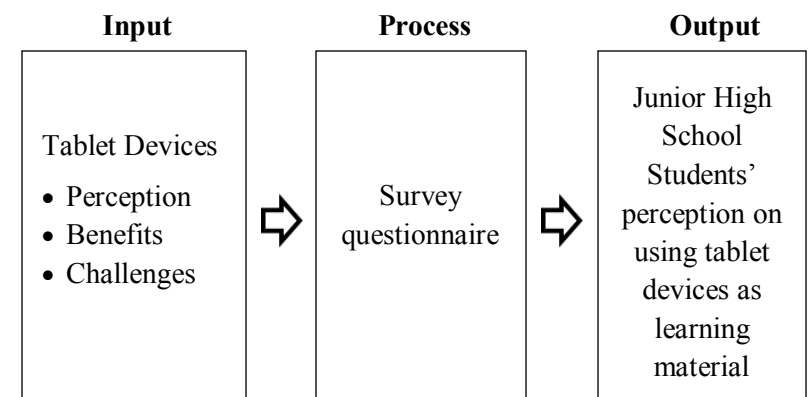
have conducted, the 12-to 16-year-olds respondents rated their IT proficiency before the Tablet PC implementation as average to very good, using Tablet PCs to search information, take notes, write reports, and access information posted by their teachers on a school portal. They also use the tablet PC to work on group assignments, sharing files and data via close range infrared (Benkowzki, Haertel, et al. of Center for technology in Learning, 2006).

Teachers can utilize the Skype app and connect students with someone from another country to learn about their customs and give them a tour of their village. Digital tablets are great for posting and turning in assignments. The teacher can grade the assignment and return it in a matter of minutes. Technology has made it easy on teachers so they can have their grade book, attendance chart, and student behavior chart all in one simple place. Teacher kit is an app that you can enter your seating chart, take attendance, use as a grade book, and monitor students' behavior. There are also many other apps that help teachers with their lesson planning, such as Plan board, which helps teachers find resources, share lessons, and collaborate with other teachers. The students can take handwritten notes, play back their notes with the audio feature, and import slides or anything they want. The students can use ever note app that allows them to take and keep notes and clippings and access them from anywhere. There are also apps that can assist students with speaking or who have trouble understanding social situations (Cox, n.d.).

(Nhan-O'Reilly, 2013) teachers should introduce the importance of written material and books and provide ideas on how books and other printed material can be used in the classroom to improve student learning. There are a variety of

simple and very effective ways of using books in the classroom which will support your students as they learn to read. Examples are teacher read aloud and independent reading. Teacher read aloud is when a teacher reads a book to the class or a group of students. Independent reading on the other hand involves encouraging students to choose to read, selecting what they want to read and then being able to share what they have read. It can help to meet the diverse needs of the students and ensure that the way in which books and other written materials are used is varied and interesting.

Conceptual Framework

Input	Process	Output
Tablet Devices • Perception • Benefits • Challenges	Survey questionnaire	Junior High School Students' perception on using tablet devices as learning material

Figure 1. Research Paradigm of the Study

Figure 1 shows the research paradigm of the study which illustrate that the use of tablet devices as learning material at Sanctuario of St. Maria Theresa School to their Junior High School students and identify the perception of the students and the preferred learning material that the students want in support to their learning process.

The Problem

The study aimed to determine the use of tablet device as learning material of Junior High School students at Sanctuario of St. Maria Theresa School for School Year 2017-2018.

The researchers sought answers to the following:

1. What is the perception of the students in using tablet device as learning material in the classroom?
2. What are the challenges that the school can handle in providing tablet devices in the classroom?
3. What are the recommendations of the junior high school students to further enhance the school's medium of instruction?

Method

The research was conducted at Sanctuario of St. Maria Theresa School, 226 Grace Village Subdivision, Tambubong, San Rafael, Bulacan. There was a total of 118 junior high school students from Grade 7 to Grade 10. This study used descriptive survey research design, this type of research endeavors to describe systematically, factually, accurately and objectively a situation. The researchers aimed to gather the respondents' descriptive outlook on the benefits of using tablets as book in the classroom. The respondents of this study were the junior high school students enrolled at Sanctuario of St. Maria Theresa School, San Rafael, Bulacan this School Year 2017-2018. A total of 118 students of junior high school were used as the population of the study. The total population was used as the respondents of the study and the principal of Sanctuario of St. Maria Theresa School.

The total breakdown of the respondents of study is shown below:

Grade Level	Total Population
Grade 7	31
Grade 8	34
Grade 9	25
Grade 10	28
Total	118

The researchers used survey questionnaire as the instrument in this research. One set of questionnaire for the students and a different set for the principal. It was created by the researcher to attain the desired information from the respondents. By using survey questionnaire, the data for this research was collected. The researchers requested first from the Principal's Office for the total population of junior high school students enrolled in S.Y.2017-2018. The researcher created a questionnaire that was validated by the professor and the program chair of the Bachelor of Library and Information Science program. Permission from the principal and the faculty of the different sections was also asked before distributing the questionnaire.

Results and Discussion

This chapter presents the data gathered in response to the questions posed in Chapter 1. The data are presented in statistical tables, followed by their analyses and interpretations.

Table 1

Respondents' Perception on Which Tool is More Convenient to Use

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	6	5.08	9	7.63	16	13.56	31
Grade 8	11	9.32	11	9.32	12	10.17	34
Grade 9	7	5.93	8	6.78	10	8.47	25
Grade 10	5	4.24	21	17.80	2	1.69	28
Total	29	24.57	49	41.53	40	33.90	118

Table 1 shows that almost half of the respondents are in favor of using tablets with 41.53%, while it is noteworthy to mention that there is only a difference of nine respondents who are in favor with both book and tablet with 33.90%. The students nowadays are more comfortable in technology that's why they are more in favor of using tablet. They find it easy to use.

Overall, there are 6 (5.08%) grade 7 students, 11 (9.32%) grade 8 students, 7 (5.93%) grade 9 students and 5 (4.24%) grade 10 students in total of 29 (24.57%) students answered that book is more convenient to use. Meanwhile there are 9 (7.63%) grade 7 students, 11 (9.32%) grade 8 students, 8 (6.78%) grade 9 students and 21 (17.80%) grade 10 students in total of 49 (41.53%) students answered that tablet is more convenient to use. And there are 16 (13.56%) grade 7 students, 12 (10.17%) grade 8 students, 10 (8.47%) grade 9 students and 2 (1.69%) grade 10 students in total of 40 (33.90%) students answered that both books and tablets are convenient to use.

Table 2

Respondents' Preferred Tool to Use During Their Free Time

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	7	5.93	17	14.41	7	5.93	31
Grade 8	13	11.02	21	17.80	0	0	34
Grade 9	1	0.85	20	16.95	4	3.39	25
Grade 10	3	2.54	19	16.10	6	5.08	28
Total	24	20.37	77	65.25	17	14.41	118

Table 2 shows that majority of the respondents preferred to use the tablet during their free time with 77 (65.25%) respondents. The result is not surprising because you can use tablet devices in many ways such as entertainment applications like games, photo and video editing, etc.

Based on the table there are 7 (5.93%) grade 7 students, 13 (11.02%) grade 8 students, 1 (0.85%) grade 9 students and 3 (2.54%) grade 10 students in total of 24 (20.37%) students answered that they use book in their free time. Meanwhile there are 17 (14.41%) grade 7 students, 21 (17.80%) grade 8 students, 20 (16.95%) grade 9 students and 19 (16.10%) grade 10 students in total of 77 (65.25%) students answered that they use tablet in their free time. And there are 7 (5.93%) grade 7 students, 0 grade 8 students, 4 (3.39%) grade 9 students and 6 (5.08%) grade 10 students in total of 17 (14.41%) students answered that they use both books and tablets in their free time. In majority, the table clearly shows that tablet was used more during their free time.

Table 3

Respondent's Perception on Which Tool Improves Their Grade

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	15	12.71	6	5.08	10	8.47	31
Grade 8	17	14.41	11	9.32	6	5.08	34
Grade 9	14	11.86	2	1.69	9	7.63	25
Grade 10	10	8.47	10	8.47	8	6.78	28
Total	56	47.46	29	24.57	33	27.97	118

Table 3 shows that majority of the respondents perceived that using books improves their grade with 56 (47.46%) respondents while tablet received 24.57%. When it comes to improving their grade, the students preferred to use books. Maybe because they can focus more when using books thus improves their grade unlike tablet devices which has more apps that can distract them in their studies.

In summary, there are 15 (12.71%) grade 7 students, 17 (14.41%) grade 8 students, 14 (11.86%) grade 9 students and 10 (8.47%) grade 10 students in total of 56 (47.46%) students answered that they improve grades using book. Meanwhile there are 6 (5.08%) grade 7 students, 11 (9.32%) grade 8 students, 2 (1.69%) grade 9 students and 10 (8.47%) grade 10 students in total of 29 (24.57%) students answered that they improve grades using tablet. And there are 10 (8.47%) grade 7 students, 6 (5.08%) grade 8 students, 9 (7.63%) grade 9 students and 8 (6.78%) grade 10 students in total of 33 (27.97%) students answered that they improve grades using books and tablet.

Table 4

Respondents' Preferred Tool to Use for Studying

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	6	5.08	16	13.56	9	7.63	31
Grade 8	11	9.32	19	16.10	4	3.39	34
Grade 9	5	4.24	17	14.41	3	2.54	25
Grade 10	5	4.24	16	13.56	7	5.93	28
Total	27	22.88	68	57.62	23	19.49	118

Table 4 shows that majority of the respondents preferred to use of tablet for studying with 68 (57.62%) respondents. During classes the students preferred to use tablet because they don't want to bring heavy books. It can also be easier for them to search when their teacher ask questions.

Overall, there are 6 (5.08%) grade 7 students, 11 (9.32%) grade 8 students, 5 (4.24%) grade 9 students and 5 (4.24%) grade 10 students in total of 27 (22.88%) students answered that they use book for studying. Meanwhile there are 16 (13.56%) grade 7 students, 19 (16.10%) grade 8 students, 17 (14.41%) grade 9 students and 16 (13.56%) grade 10 students in total of 68 (57.62%) students answered that they use tablet for studying. And there are 9 (7.63%) grade 7 students, 4 (3.39%) grade 8 students, 3 (2.54%) grade 9 students and 7 (5.93%) grade 10 students in total of 23 (19.49%) students answered that they use both books and tablets for studying.

Table 5

Respondents' Perception on Which Tool Helps Them Retain Their Memory After Studying

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	14	11.86	9	7.63	8	6.78	31
Grade 8	6	5.08	16	13.56	12	10.17	34
Grade 9	13	11.02	11	9.32	1	0.85	25
Grade 10	12	10.17	11	9.32	5	4.24	28
Total	45	38.14	47	39.83	26	22.03	118

Table 5 shows that majority of the respondents answered that tablet helps them retain their memory after studying with 47 (39.83%) seconded by books with 45 (38.14%). Using a tablet, it can help the students to retain memory after class because of the pictures that they can easily see during classes. Or because it has educational videos that they can watch for easier understanding.

Overall, there are 14 (11.86%) grade 7 students, 6 (5.08%) grade 8 students, 13 (11.02%) grade 9 students and 12 (10.17%) grade 10 students in total of 45 (38.14%) students answered that books help them more retain memory after studying. Meanwhile there are 9 (7.63%) grade 7 students, 16 (13.56%) grade 8 students, 11 (9.32%) grade 9 students and 11 (9.32%) grade 10 students in total of 47 (39.83%) students answered that tablet help them more retain memory after studying. And there are 8 (6.78%) grade 7 students, 12 (10.17%) grade 8 students, 1 (0.85%) grade 9 students and 5 (4.24%) grade 10 students in total of 26 (22.03%) students answered that both books and tablets helps them more retain memory after studying.

Table 6

Respondents' Perception on Which Tool is More Accessible for Research

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	6	5.08	19	16.10	6	5.08	31
Grade 8	8	6.78	22	18.64	4	3.39	34
Grade 9	4	3.39	20	16.94	1	0.85	25
Grade 10	1	0.85	22	18.64	5	4.24	28
Total	19	16.10	83	70.34	16	13.56	118

Table 6 shows that majority of the respondents answered that using tablet is more accessible for research with 83 (70.34%) in comparison to books with only 19 (16.10%) respondents. Tablet is more accessible for research because of the available search engines that can be used nowadays. The students don't need to go anywhere to find information as long as they have an Internet connection.

Overall, there are 6 (5.08%) grade 7 students, 8 (6.78%) grade 8 students, 4 (3.39%) grade 9 students and 1 (0.85%) grade 10 students in total of 19 (16.10%) students answered that books are more accessible for research. Meanwhile there are 19 (16.10%) grade 7 students, 22 (18.64%) grade 8 students, 20 (16.94%) grade 9 students and 22 (18.64%) grade 10 students in total of 83 (70.34%) students answered that tablet is more accessible for research. And there are 6 (5.08%) grade 7 students, 4 (3.39%) grade 8 students, 1 (0.85%) grade 9 students and 5 (4.24%) grade 10 students in total of 16 (13.56%) students answered that both books and tablets are more accessible for research.

Table 7

Respondents' Perception on Which Tool is Handier in a Learning Environment

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	10	8.47	9	7.63	12	10.17	31
Grade 8	9	7.63	14	11.86	11	9.32	34
Grade 9	9	7.63	9	7.63	7	5.93	25
Grade 10	3	2.54	16	13.56	9	7.63	28
Total	31	26.27	48	40.68	39	33.05	118

Table 7 shows that majority of the respondents answered that tablet is handier in a learning environment with 48 (40.68%) respondents than books with 31 (26.27%) respondents. With the use of the tablet, the students can install hundreds of textbook in a single device.

Overall, there are 10 (8.47%) grade 7 students, 9 (7.63%) grade 8 students, 9 (7.63%) grade 9 students and 3 (2.54%) grade 10 students in total of 31 (26.27%) students answered that books are handier in a learning environment. Meanwhile there are 9 (7.63%) grade 7 students, 14 (11.86%) grade 8 students, 9 (7.63%) grade 9 students and 16 (13.56%) grade 10 students in total of 48 (40.68%) students answered that tablet is handier in a learning environment. And there are 12 (10.17%) grade 7 students, 11 (9.32%) grade 8 students, 7 (5.93%) grade 9 students and 9 (763%) grade 10 students in total of 39 (33.05%) students answered that both books and tablets are handier in a learning environment.

Table 8

Respondents' Perception on Which Tool Saves Them More Money

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	9	7.63	16	13.56	6	5.08	31
Grade 8	8	6.78	13	2.54	13	2.54	34
Grade 9	12	10.17	11	9.32	2	1.69	25
Grade 10	6	5.08	20	16.95	2	1.69	28
Total	35	29.66	60	50.85	23	19.49	118

Table 8 shows that majority of the respondents answered that using tablet saves them more money with 60 (50.85%) respondents while books received 35 (29.66%) respondents. Using a tablet as learning material can save students more money because all they need to do is to install all the e-books on their tablet instead of buying all the books that they need.

Overall, there are 9 (7.63%) grade 7 students, 8 (6.78%) grade 8 students, 12 (10.17%) grade 9 students and 6 (5.08%) grade 10 students in total of 35 (29.66%) students answered that books can save more money. Meanwhile there are 16 (13.56%) grade 7 students, 13 (2.54%) grade 8 students, 11 (9.32%) grade 9 students and 20 (16.95%) grade 10 students in total of 60 (50.85%) students answered that tablet can save more money. And there are 6 (5.08%) grade 7 students, 13 (2.54%) grade 8 students, 2 (1.69%) grade 9 students and 2 (1.69%) grade 10 students in total of 23 (19.49%) students answered that both books and tablets can save more money.

Table 9

Respondents' Perception on Which Tools Motivates Them in Their Studies

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	11	9.32	8	6.78	12	10.17	31
Grade 8	16	13.56	13	11.01	5	4.24	34
Grade 9	10	8.47	10	8.47	5	4.24	25
Grade 10	10	8.47	8	6.78	10	8.47	28
Total	47	39.83	39	33.05	32	27.12	118

Table 9 shows that majority of the respondents answered that using books motivates them in their studies with 47 (39.83%) respondents while 39 (33.05%) respondents answered tablet. Books motivate the student with their studies in a way that they can focus more on reading unlike with a tablet where there is more distraction such as games, social media apps, etc.

Overall, there are 11 (9.32 %) grade 7 students, 16 (13.56%) grade 8 students, 10 (8.47%) grade 9 students, and 10 (8.47%) grade 10 students in total of 47 (39.83%) students who answered that books is the tool that motivates them in their studies. Meanwhile there are 8 (6.78%) grade 7 students, 13 (11.01%) grade 8 students, 10 (8.47%) grade 9 students, 8 (6.78%) grade 10 students in total of 39 (33.05%) students who answered that tablet is the tool that motivates them in their studies. Table 9 also shows that there are 12 (10.17%) grade 7 students, 5 (4.24%) grade 8 students, 5 (4.24%) grade 9 students, 10 (8.47%) grade 10 students a total of 32 (27.12%) of students who answered both books and tablet are the tools that motivates them in their studies.

Table 10

Respondents' Perception on Which Tool is More Durable

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	10	8.47	16	13.55	5	4.24	31
Grade 8	10	8.47	19	16.10	5	4.24	34
Grade 9	1	0.84	17	14.41	7	5.93	25
Grade 10	8	6.77	11	9.32	9	9.63	28
Total	29	24.58	63	53.39	26	22.03	118

Table 10 shows that majority of the respondents answered that the tablet is more durable with 63 (53.39%) respondents than books with 29 (24.58%) respondents because tablets could carry a thousands of information content, including the lessons and the electronic textbook of the students, without experiencing technical problem and the tablet has long battery lifespan that the students could use in a long period of time.

Overall, there are 10 (8.47%) grade 7 students, 10 (8.47%) grade 8 students, 1 (0.84%) grade 9 students, 8 (6.77%) grade 10 students, a total of 29 (24.57%) students who answered that books are the tool that is more durable. The table also shows that there are 16 (13.55%) grade 7 students, 19 (16.10%) grade 8 students, 17 (14.41%) grade 9 students, 11 (14.41%) grade 10 students, a total of 63 (53.38%) students who answered that tablet is the tool that is more durable. Meanwhile there are 5 (4.24%) grade 7 students, 5 (4.24%) grade 8 students, 7 (5.93%) grade 9 students, 9 (9.63%) grade 10 students, a total of 26 (22.03%) students who answered both books and tablets are more durable.

Table 11

Respondents' Perception on Which Tool Makes Them Read Faster

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	14	11.86	7	5.93	10	8.47	31
Grade 8	14	11.86	14	11.86	6	5.08	34
Grade 9	8	6.77	11	9.32	6	5.08	25
Grade 10	12	10.16	11	9.32	5	4.24	28
Total	48	40.68	43	36.44	27	22.88	118

Table 11 shows that majority of the respondents answered that uses books makes them read faster with 48 (40.68%) respondents than using a tablet with 43 (36.44%) respondents. Based on the data that was gathered, the books make the children read faster because of the hands-on experience that the books provide, unlike with tablets that have so many distractions like surfing the internet or playing games.

Overall, there are 14 (11.86%) grade 7 students, 14 (11.86%) grade 8 students, 8 (6.77%) grade 9 students, 12 (10.16%) grade 10 students, a total of 48 (40.67%) students who answered that books makes them a fast reader. While there are 7 (5.93%) grade 7 students, 14 (11.86%) grade 8 students, 11 (9.32%) grade 9 students, 11 (9.32%) grade 10 students, a total of 43 (36.44%) students who answered that tablets makes them a fast reader. The table also shows that there are 10 (8.47%) grade 7 students, 6 (5.08%) grade 8 students, 6 (5.08%) grade 9 students, 5 (4.24%) grade 10 students, a total of 27 (22.88%) students who answered both books and tablets are the tool that makes them a fast reader.

Table 12

Respondents' Perception on Which Tool Boosts Their Creativity and Imagination

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	9	7.62	12	10.16	10	6.77	31
Grade 8	10	8.47	19	16.10	5	4.24	34
Grade 9	5	4.24	13	11.06	7	5.93	25
Grade 10	8	6.77	14	11.86	6	5.08	28
Total	32	27.12	58	49.15	28	23.73	118

Table 12 shows that majority of the respondents answered that using tablet boosts their creativity and imagination with 58 (49.15%) than using books with 32 (27.12%) respondents. Because the tablets have many applications that the students used to feed their mind and develop their creativity and imagination. The use of tablets enable them to download games, book titles, movies, etc. which will be beneficial for their cognitive development.

Overall, there are 9 (7.62%) grade 7 students, 10 (8.47%) grade 8 students, 5 (4.24%) grade 9 students, 8 (6.77%) grade 10 students, a total of 32 (27.12%) students who answered that books boosts their creativity and imagination. The table also shows that there are 12 (10.16%) grade 7 students, 19 (16.10%) grade 8 students, 13 (1.06%) grade 9 students, 14 (11.86) grade 10 students, a total of 58 (49.15%) students who answered that tablets boosts their creativity and imagination. While there are 10 (6.77%) grade 7 students, 5 (4.24) grade 8 students, 7 (5.93) grade 9 students, 6 (5.08%) grade 10 students, a total of 28 (23.73%) students who answered that both books and tablets boosts their creativity and imagination.

Table 13

Respondents' Perception on Which Tool is More Productive

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	12	10.16	6	5.08	13	11.02	31
Grade 8	9	7.62	13	11.02	12	10.16	34
Grade 9	8	6.77	12	10.16	5	4.24	25
Grade 10	3	2.54	17	51.69	8	6.77	28
Total	32	27.12	48	40.68	38	32.20	118

Table 13 shows that majority of the respondents answered that uses tablet is more productive with 48 (40.68%) respondents than using a book with 32 (27.12%) respondents, with the use of tablets students engage more to learn different kinds of information, and building collaboration between their teachers and classmates.

Overall, there are 12 (10.16%) grade 7 students, 9 (7.62%) grade 8 students, 8 (6.77%) grade 9 students, 3 (2.54%) grade 10 students, a total of 32 (27.12%) students who answered that book is the tool that can use to be more productive. Meanwhile 6 (5.08%) grade 7 students, 13 (11.02%) grade 8 students, 12 (10.16%) grade 9 students, 17 (51.69%) grade 10 students, a total of 48 (14.41%) students who answered that tablet is the tool that can be used to be more productive. Table 13 also shows that there are 13 (11.02%) grade 7 students, 12 (10.16%) grade 8 students, 5 (4.24%) grade 9 students, 8 (6.77%) grade 10 students, a total of 38 (32.20%) students who answered that both books and tablets are the tools that can be used to be productive.

Table 14

Respondents' Perception on Which Tool has a Better Learning Style

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	11	9.32	12	10.16	8	6.77	31
Grade 8	10	8.47	16	13.55	8	6.77	34
Grade 9	12	10.16	6	5.08	7	5.93	25
Grade 10	5	4.24	13	11.02	10	8.47	28
Total	38	32.20	47	39.83	33	27.97	118

Table 14 shows that majority of the respondents answered that tablets has a better learning style with 47 (39.83%) respondents than books with 38 (32.20%) respondents. With the use of the tablet the students can easily access information with just one click on a mouse. Also, the interface of the tablet can be both entertaining and educational for the students.

Overall, there are 11 (9.32%) grade 7 students, 10 (8.47%) grade 8 students, 12 (10.16%) grade 9 students, 5 (4.24%) grade 10 students, a total of 38 (32.20%) students who answered that books have a better learning style. While there are 12 (10.16%) grade 7 students, 16 (13.55%) grade 8 students, 6 (5.08%) grade 9 students, 13 (11.02%) grade 10 students, a total of 47 (39.83%) students answered that tablets have a better learning style. Table 14 also shows that there are 8 (6.77%) grade 7 students, 8 (6.77%) grade 8 students, 7 (5.93%) grade 9 students, 10 (8.47%) grade 10 students, a total of 33 (27.97%) students who answered both books and tablets have a better learning style.

Table 15

Respondents' perception on which tool is better for presentations

Grade Level	Books		Tablets		Both		Total
	f	%	f	%	f	%	
Grade 7	10	8.47	14	11.86	7	5.93	31
Grade 8	5	4.24	24	20.34	5	4.24	34
Grade 9	0	0	18	15.25	7	5.93	25
Grade 10	2	1.69	20	16.95	6	5.08	28
Total	17	14.41	76	64.41	25	21.18	118

Table 15 shows that almost one third of the total respondents answered that tablets are better for presentations with 76 (64.41%) respondents than books with 17 (14.41%) respondents. Based on the data the tablets are better for making presentation because it is easy to use, it has applications that could be used to present reports and other school activities.

Overall, there are 10 (8.47%) grade 7 students, 5 (4.24%) grade 8 students, 2 (1.69%) grade 10 students, a total of 17 (14.41%) students who answered that books are better tool for presentation. While there are 14 (11.86%) grade 7 students, 24 (20.34%) grade 8 students, 18 (15.25%) grade 9 students, 20 (16.95%) grade 10 students, a total of 76 (64.41%) students who answered that books are better tool for presentation. Table 15 also shows there are 7 (5.93%) grade 7 students, 5 (4.24%) grade 8 students, 7 (5.93%) grade 9 students, 6 (5.08%) grade 10 students, a total of 25 (21.18%) students who answered both books and tablets are better for presentation.

Table 16

Frequency of Responses of the Students if the School Provided at Least one Tablet in Each Classroom

Grade Level	Yes		No		Total
	f	%	f	%	
Grade 7	13	11.02	18	15.25	31
Grade 8	23	19.49	11	9.32	34
Grade 9	15	12.71	10	8.47	25
Grade 10	17	14.41	11	9.32	28
Total	68	57.63	50	42.37	118

Table 16 shows that almost half of the total respondents answered that the school provide at least one tablet in each classroom with 68 (57.63%) respondents while 50 (42.37%) respondents answered otherwise. It is one of the challenge of the school, for all the students to have their own tablet. Based on the data, 68 junior high school students were aware that the school provides at least one tablet in each classroom while 50 students are not aware of it. In reality, the school do not provide tablet for the students, because all students are required to have their own tablet upon enrolling, meaning the students are not aware of this policy.

Overall, there are 13 (11.02%) grade 7 students, 23 (19.49%) grade 8 students, 15 (12.71%) grade 9 students and 17 (14.41%) grade 10 students, a total of 68 (57.63%) students who answered yes that the school provide at least one tablet in each classroom. Meanwhile, there are 18 (15.25%) grade 7 students, 11 (9.32%) grade 8 students, 10 (8.47%) grade 9 students and 11 (9.32%) grade 10 students, a total of 50 (42.37%) students answered no that the school didn't provide at least one tablet in each classroom.

Table 17

Frequency of Responses of the Students if a Tablet Device Laboratory was Established as an Added Facility

Grade Level	Yes		No		Total
	f	%	f	%	
Grade 7	21	17.79	10	8.47	31
Grade 8	22	18.64	12	10.16	34
Grade 9	21	17.79	4	3.38	25
Grade 10	20	16.95	8	6.77	28
Total	84	71.19	34	28.81	118

Table 17 shows that almost one third of the respondents answered that the tablet device laboratory was established as an added facility to their school with 84 (71.19%) respondents while 34 (28.81%) answered no. The tablet device laboratory was established as an added facility to adopt the 21st century learning style of students which is to improve the ICT skills of the students.

Overall, there are 21 (17.79%) grade 7 students, 22 (18.64%) grade 8 students, 21 (17.79%) grade 9 students and 20 (16.95%) grade 10 students, a total of 84 (71.18%) students who answered yes that tablet device laboratory was established as an added facility. Meanwhile, there are 10 (8.47%) grade 7 students, 12 (10.16%) grade 8 students, 4 (3.38%) grade 9 students and 8 (6.77%) grade 10 students, a total of 34 (28.81%) students answered no about a tablet device laboratory was established as an added facility.

Table 18

Frequency of Responses of the Students if Most of the Students are Technologically Inclined

Grade Level	Yes		No		Total
	f	%	f	%	
Grade 7	22	18.64	9	7.62	31
Grade 8	27	22.91	7	5.93	34
Grade 9	18	15.25	7	5.93	25
Grade 10	23	19.49	5	4.23	28
Total	90	76.29	28	23.71	118

Table 18 shows that majority of the respondents answered that most of the students are technologically inclined with 90 (76.29%) respondents while 28 (23.71%) answered no. Based on their answer, it shows that majority of students in Sanctuario of St. Maria Theresa School are technologically inclined that is why it was easy for them to use tablets as their learning material and the reason why there are some who answered no is because they are not into technology.

Overall, there are 22 (18.64%) grade 7 students, 27 (22.88%) grade 8 students, 18 (15.25%) grade 9 students and 23 (19.49%) grade 10 students, a total of 90 (76.26%) students who answered yes that most of them are technologically inclined. Meanwhile, there are 9 (7.62%) grade 7 students, 7 (5.93%) grade 8 students, 7 (5.93%) grade 9 students and 5 (4.23%) grade 10 students, a total of 28 (23.71%) students answered no about them being technologically inclined.

Table 19

Frequency of Responses of the Students if the Addition of Tablets Affects Their Tuition Fee

Grade Level	Yes		No		Total
	f	%	f	%	
Grade 7	14	11.86	17	14.41	31
Grade 8	17	14.41	17	14.41	34
Grade 9	21	17.79	4	3.39	25
Grade 10	18	15.25	10	8.48	28
Total	70	59.31	48	40.69	118

Table 19 shows that majority of the respondents answered that the addition of tablet affects their tuition fee with 70 (59.31%) respondents, while the rest answered no with 48 (40.69%) respondents. Meaning that when the school implemented the use of tablet the tuition fee of the students are affected that's why majority of the students answered that addition of tablets affects their tuition fee. The reason of the others who answered no is because they are not aware of the added tuition fee.

Overall, there are 14 (11.86%) grade 7 students, 17 (14.40%) grade 8 students, 21 (17.79%) grade 9 students and 18 (15.25%) grade 10 students, a total of 70 (59.3%) students who answered yes that the addition of tablets affects their tuition fee. Meanwhile, there are 17 (14.40%) grade 7 students, 17 (14.40%) grade 8 students, 4 (3.38%) grade 9 students and 10 (8.47%) grade 10 students, a total of 48 (40.65%) students answered no that the addition of tablets doesn't affects their tuition fee.

Table 20

Frequency of Responses of the Students if Renting of Tablet is a Concern of the School

Grade Level	Yes		No		Total
	f	%	f	%	
Grade 7	19	16.11	12	10.17	31
Grade 8	24	20.34	10	8.47	34
Grade 9	15	12.71	10	8.47	25
Grade 10	18	15.26	10	8.47	28
Total	76	64.42	42	35.58	118

Table 20 shows that majority of the respondents answered that renting of tablet is a concern of the school with 76 (64.42%) respondents while the rest answered no with 42 (35.58%) respondents. Based on students' answers, the students are aware that one of the school's concern is the provision of tablet by means of rental. Tablet rental is a way of the school to help the students who can't afford to buy their own tablet.

Overall, there are 19 (16.10%) grade 7 students, 24 (20.33%) grade 8 students, 15 (12.71%) grade 9 students, 18 (15.25%) grade 10 students, a total of 76 (64.39%) students who answered yes that renting of tablet is concern of the school. While there are 12 (10.16%) grade 7 students, 10 (8.47%) grade 8 students, 10 (8.47%) grade 9 students, 10 (8.47%) grade 10 students, a total of 42 (35.57%) students who answered no that renting of tablet is concern of the school.

Table 21

Frequency of Responses of the Students if the Distribution of Tablets to the Students are Enough

Grade Level	Yes		No		Total
	f	%	*f*	%	
Grade 7	16	13.5	15	12.7	31
Grade 8	23	19.49	11	5.85	34
Grade 9	13	11.01	12	10.17	25
Grade 10	17	14.41	11	5.85	28
Total	69	58.47	49	41.53	118

Table 21 shows that majority of the respondents answered that the distribution of tablets to the students are enough with 69 (58.47%) respondents while the rest answered no with 49 (41.53%) respondents. Based on the answers of the students majority of them answered that the distribution of tablets are enough for them meaning the school gave them a good instruction that they are the one who will provide their own tablets and the reason why there are some who answered no because they do not fully understand the instruction of the school about the tablets.

Overall, there are 16 (13.5%) grade 7 students, 23 (19.49%) grade 8 students, 13 (11.01%) grade 9 students, 17 (14.41%) grade 10 students, a total of 69 (58.41%) students who answered yes about the distribution of tablets to students are enough. While there are 15 (12.7%) grade 7 students, 11 (5.85%) grade 8 students, 12 (10.17%) grade 9 students, 11 (5.85%) grade 10 students, a total of 49 (34.57%) students who answered no about the distribution of tablets to students are enough.

Table 22

Frequency of Responses of the Students if the School Respond to the Criticism of Using Tablets as an Alternative Method for Modern Learning

Grade Level	Yes		No		Total
	f	%	*f*	%	
Grade 7	24	20.34	7	5.93	31
Grade 8	24	20.34	10	8.47	34
Grade 9	20	16.95	5	4.24	25
Grade 10	25	21.19	3	2.54	28
Total	93	78.82	25	21.18	118

Table 22 shows that there are 24 (20.34%) grade 7 students, 24 (20.34%) grade 8 students, 20 (16.95%) grade 9 students, 25 (21.19%) a total of 93 (78.82%) students who answered yes about the respond of the school to the criticism using tablets as an alternative method for modern learning. Based on students answers it means that the school respond to the criticism of using tablet as an alternative method for modern learning to ensure that the implementation of tablet will be successful.

The table also shows that there are 7 (5.93%) grade 7 students, 10 (8.47%) grade 8 students, 5 (4.24%) grade 9 students, 3 (2.54%) grade 10 students, a total of 25 (21.18%) students who answered no about the respond of the school to the criticism using tablets as an alternative method for modern learning.

Table 23

Frequency of Responses of the Students if the School Enforced the Rules of Proper Tablet Usage

Grade Level	Yes		No		Total
	f	%	f	%	
Grade 7	25	21.19	6	5.08	31
Grade 8	26	22.03	8	6.78	34
Grade 9	18	15.25	7	5.93	25
Grade 10	25	21.19	3	2.54	28
Total	94	79.66	25	20.34	118

Table 23 shows that majority of the respondents answered that the school enforced the rules of proper tablet usage with 94 (79.66%) respondents while the rest answered no with 25 (21.19%) respondents. Based on students answers majority of them answered that the school enforced the rules of proper usage of tablet meaning students are aware of the rules and regulation on the right usage of tablet when they are in the school and the reason why there are some students who answered no because they were not aware of the rules and regulation about the usage of tablet.

Overall, there are 25 (21.19%) grade 7 students, 26 (22.03%) grade 8 students, 18 (15.25%) grade 9 students, 25 (21.19%) grade 10 students, a total of 94 (79.66%) students who answered yes, if the school enforced the rules of proper tablet usage. The table also shows that there are 6 (5.08%) grade 7 students, 8 (6.78%) grade 8 students, 7 (5.93%) grade 9 students, 3 (2.54%) grade 10 students, a total of 25 (20.34%) students who answered no, if the school enforced the rules of proper tablet usage.

Table 24

Respondents' Comments and Recommendations to Further Enhance the School's Medium of Instruction

Comments / Recommendations	Frequency	%
COMMENTS		
Tablet is handier and comfortable to use	13	11.01
Books can retain more knowledge	12	10.16
Books have more information than tablets	6	5.08
RECOMMENDATIONS		
Provision of free Wi-Fi for searching	17	14.41
Tablet should be used for research, communication and academic purposes only	11	9.32
Deleting games on tablet devices and other unnecessary applications in studying.	6	5.08
Don't summarize the books	5	4.23
The students should listen to the teacher and be quiet	5	4.23
Providing additional books	4	3.39
Providing educational applications	3	2.54
Providing additional games to the tablet devices	2	1.69
Observe proper usage of tablets	1	0.84
Provision of tablets for all the students	1	0.84
There should be an inspection of tablets	1	0.84

*Multiple answers.

Table 24 presents the respondents' comments and suggestions to further enhance the school's medium of instruction. Thirteen (11.01%) respondents answered that tablet is handy and comfortable to use, 12 (10.16%) respondents answered that books can retain more knowledge, 6 (5.08%) respondents answered that books have more information than tablets. Seventeen (14.41%) respondents answered free Wi-Fi for searching. 11 (9.32%) respondents answered that tablet should be used for research, communication and academic purposes only. 6 (5.08%) respondents answered that deleting games on tablet devices and other unnecessary application in studying. 5 (4.23%) respondents answered don't summarize the books. 5 (4.23%) respondents answered students should listen to the teacher and be quite. 4 (3.39%) respondents answered providing additional books. 3 (2.54%) providing additional application. 2 (1.69%) respondents answered providing additional games to the tablet devices. 1 (0.84%) respondents answered to observe proper usage of tablets. 1 (0.84%) respondents answered provision of tablets for all the students. 1 (0.84%) respondents answered there should be an inspection of tablets.

Table 25

Administrator's Response about the Use of Tablet as Learning Material at Sanctuario of St. Maria Theresa School

QUESTIONS	RESPONSES
What is the purpose of using tablet devices as learning material in your school?	To lessen the burden of the students in carrying heavy books; To be technology inclined; To reduce the payments on books; To be more motivated with the different lessons in their class.
What made you decide to use tablets as learning devices in your school?	To be more inclined with the new trends in technology; To be more motivated with their studies.
Before implementation, did the school allot a period of time for the training of faculty members and students on tablet usage?	The administration conducted a one-week seminar for the implementation, usage, advantages and disadvantages and problems that will encounter by both the students and teachers.
How did the school consider budget allocation for investing tablet devices?	The school required the students to invest with their own gadget/tablet for them to be given the sole responsibility in any defective features of the said gadget.

Table 25 shows that the purpose of using tablet devices as learning material in Sanctuario of St. Maria Theresa School was to eliminate or lessen the burden of the students in carrying heavy books, to possess one of the 21st century learning skills which is to be technology inclined, to reduce the payments on books by as high as 300% and for the students to be more motivated with the different lessons in their class. The principal

decided to use the tablet as a material for learning for the future learners to be more inclined with the new trends in technology and for the students to be more motivated with their studies. Before the implementation of tablet, the administration conducted a one-week seminar for the implementation, usage, advantages and disadvantages and problems that will encounter by both the students and teachers. For the budget allocation for tablet investment, the school required the students to invest with their own gadget/tablet for them to give them the sole responsibility in any defective features of the said gadget.

Conclusions

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

1. Throughout the study, it was shown that the students preferred using the tablet as their learning material.
2. The tablet was beneficial to the students in a way that it lessen the heavy loads that students need to bring to the school because their books were compiled in one device. Also, using tablets saves their money because the only thing that they need to pay in the next school year was the installation of e-books in their devices. The tablet is also handier than books.
3. Although, students preferred using tablets as their learning materials, the students still preferred using books for studying because there is no distraction when they use books in the school unlike tablets.
4. Majority of the student responded to the questionnaire that they are technologically inclined that's why it was easy for them to use the tablet as their learning material.

Recommendations

Based from the findings and conclusions of the study, the following recommendations are presented:

1. Although, the school implemented the use of tablet devices as learning material, it is still be beneficial for the students to promote reading books.
2. This study can be use by other institutions who are planning to implement the use of tablet as learning material in their school.
3. Recommendation and comments collected from the study may be considered to further improve the implementation of tablets in the school who want to implement the same material for learning.
4. Results can be used as a guide in determining what students prefer to use as their learning material.
5. Questions can be more specific, can be added or can be improved more in the future. Further study can be conducted for more specific result and larger number of respondents.

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RELATIONSHIP OF MULTIPLE INTELLIGENCES AND ACADEMIC PERFORMANCE OF GRADE SIX LEARNERS AT SAN ROQUE ELEMENTARY SCHOOL, SAN LUIS PAMPANGA

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Abstract

This study aimed to analyze the relationship of multiple intelligences to academic performance of grade six learners at San Roque Elementary School, San Luis Pampanga. The researchers administered the survey questionnaire adapted from the research of Armstrong (2000). The survey included questions on the (1) respondents' profile such as gender and socio-economic status; (2) the respondents' multiple intelligences in terms of: a) Verbal-Linguistic; b) Logical-Mathematical c) Spatial-Visual d) Bodily-kinesthetic e) Musical; f) Intrapersonal; g) Interpersonal; h) Naturalistic; i) Existential; (3) the academic performance of the respondents; and (4) the relationship between the type of multiple intelligences and academic performance of respondents. Based on the findings of this study, there is a significant relationship between Multiple Intelligences and Academic Performance. Therefore, it is suggested that future researchers need to conduct the same concept of the study but of different grade level or in other schools.

Keywords: Multiple intelligences, Academic performance

Introduction

In an ideal world, every student would learn the same content in exactly the same way. Teachers could teach a lesson once and all students would learn and understand the concept before moving on to the next topic of the day. Unfortunately, students are not like this today; rather, each student has their own preferred way of learning. Therefore, it is increasingly important for teachers, especially in the elementary grades, to differentiate their classroom instruction using different methods and materials to teach each lesson (Stanford, 2003). Students in the elementary grades vary greatly, and if teachers want to maximize their students' individual potential, they will have to attend to their differences. If this is not done, students may become frustrated, confused, and unwilling to participate in the learning process. Thus, a select group of students may not be successful in school (Tomlinson, 2001).

Teaching would be much easier, and achieving significant educational attainments would be simpler, if everyone learned in the same way. Nowadays, in our school there is a growing diversity of students with different social, economic and cultural background and this fact produces diverse ways of thinking, learning and behaving.

According to Freedman (2015), it is very likely to find learners with different kinds of abilities or disabilities in the same classroom. Even students with the same background perceive and process information differently. As a result, school systems that rely primarily on teaching through the spoken and written word no longer reach all students.

In fact, people do not take information in the same way. Some students can learn effectively by listening and they are better off in a traditional classroom setting where information is mainly presented orally. On the other hand, students who demonstrate a visual learning style prefer the use of illustrations, chart, or diagrams. Kinesthetic students need to manipulate ideas and abstraction in their hands for them to fully understand. Further, there are some students that follow directions easily and they think in a more linear, sequential, detail-oriented way and some others need to see the whole picture before they can attend to the details.

Levy (2008) posits that teaching in the twenty-first century emphasizes diversity and recognizes that each student possesses his or her own set of unique strengths, needs, interests and learning styles. In today's classrooms, educators are expected to provide equal opportunities for students to achieve their full potential in all aspects of development. "Students come into the classroom as individuals with unique cultures, ethnicities, beliefs and attitudes believed. Teachers embrace these differences by adapting their teaching practices to better meet the abilities, personalities and learning styles of their students. Unfortunately, this assumption is generally not reflected in teachers' planning, teaching and evaluating.

Through the implementation of different instruction and teaching to students' multiple intelligences, teachers can effectively meet students' needs and promote student engagement, motivation and participation (Gable, 2000; Guild, 2001). The phenomenon of differentiated instruction is closely related to Howard Gardner's theory of multiple intelligences. Multiple intelligence theory can be described as a philosophy of

education. A component of Gardner's theory holds that each individual is comprised of nine intelligence domains: verbal/linguistic, logical/mathematical, visual/spatial, bodily/kinesthetic, musical/rhythmic, interpersonal, intrapersonal, naturalistic and existential intelligence (Stanford, 2003).

Differentiated instruction in terms of instructional practices and strategies aims to assist in teaching, planning and evaluating multiple learners. It is a set of strategies that assist teachers in meeting each learner's needs by ensuring flexibility in what we teach, how we teach it, and how students demonstrate what they have learned (Levy, 2008).

The key to effective teaching is flexibility and adaptability. By adjusting one's teaching methods and styles, implemented activities and lessons will accurately reflect the diverse abilities, interests and learning styles of each student. Levy (2008) adds that teachers can differentiate learners by giving different types of assessment. Moreover, allowing them to choose where they preferred to learn, grouping style can be used by separating a variance of learner into groups where they can demonstrate unique ways in solving problem through their preferred style of learning.

Dunn (2000) adds that multiple intelligences could not only provide the teacher with more choices in teaching and assessment methods, but also allow students to demonstrate what they have learned in many different ways. The theory on multiple intelligences is used in teaching as a means for elementary students to explore their strengths. Since the diverse style of learning proposed by multiple intelligences theory can expose the strengths and weaknesses of students, it helps instructors

understand each student better and provide specific support where necessary. This research motivates the learner in excelling in their areas of strength and to study the learning difference. According to multiple intelligences theory, schools should employ various approaches to observe students' problem solving skills and accomplishments long-term. They should also assess the learners' current level from different angles. Therefore, this research seeks to use the multiple intelligences theory, centering the study on the students' learning interest in the hope of increasing learning effectiveness.

Review of Related Literature

When learners are involved, they not only pay attention more, but they also learn more (Lazer, 2004). Through multiple intelligences, teachers can incorporate much intelligence into one lesson to teach a new topic and create activities that will allow students to use their strengths to complete the activity. Grouping students with other students of similar or opposite strengths is also a way to engage students. Students can assist each other using their strengths to accomplish a task and further their learning. Schools should take the difference between individuals into consideration and allow students in the room where they can express themselves, placing equal attention and reassurance on those who show gifts in any one of the nine multiple intelligences. Moreover, the students should be respected as individuals and are valued.

Gardner (2006) himself stated "We would not expect individuals who did not like multiple intelligence approaches to spend much time reporting their failures." Because there is not one correct way to implement differentiated instruction or multiple intelligences in the classroom, it is also difficult to find studies that have implemented exactly the same approach. Moreover, there are many different methods to assess student achievement; it is a philosophy of education or an attitude toward learning. In a multiple intelligence classroom, the teacher frequently changes methods of presentation and may combine intelligences in creative ways. Teachers also use varied teaching strategies, expanded curricula, and authentic assessment (Stanford, 2003). Similar to multiple intelligences, differentiated instruction is described as an instructional method that is implemented to meet the unique needs of an individual learner in a diverse classroom.

The goal of the teacher is to learn how to effectively incorporate multiple intelligences into the classroom so students' self-confidence increases as they become more academically successful by noticing and recognizing their own preferred learning strategies (Temur, 2007). Therefore teachers continuously increase their knowledge based on the different strategies so that more teachers may feel confident and capable of integrating differentiated instruction during routines, lessons and meaningful experiences. According to McFarlane (2011), "multiple intelligences afford us the opportunities to better understand people from different social, cultural, political and historical backgrounds and relate to the contexts in which they live and learn"; therefore, teaching to multiple intelligence learners may be embraced, diversity will be promoted, and students will feel more accepted and included in a positive and sensitive classroom environment.

Academic achievement is a key to success in the future, and also for achieving high grades. It is also a criterion in order

to identify true capability of the learner and bring out their best. Nuthanap (2002) adds that multiple intelligence offers teachers a new way to look at students. Often, teachers view their students' skills as lacking in one way or another. However, when using multiple intelligence, teachers view their students as smart or skilled in their stronger intelligence areas and they use those areas of strength to teach students new content. Thinking of students in terms of their strengths also lends to having higher expectations for students which will challenge students to use their strengths for greater academic achievement. Once students' strengths are identified, a teacher can find ways to better accommodate students' learning needs. As Gardner (2006) explained, using multiple entry points to introduce new material will allow teachers to specifically target several intelligences. This will activate students' interest and get them involved in the learning process and also give students more exposure to the lesson content, giving them more opportunities to connect with the material.

In order for teachers to implement the theory of multiple intelligences in their classroom, they must first understand the nine intelligences. Once a teacher understands the nine intelligences, they will be able to perform the next step, which is identifying the intelligence strengths of their students. The teacher can then target those specific intelligences and teach new materials using those intelligence strengths. Studies have shown that teaching to students' strengths using multiple intelligences has many benefits, including meeting students' learning needs and engaging students, which can lead to higher student achievement.

No two persons are exactly the same. Children in all classrooms are heterogeneous, strategies that work with one learner may not work with others. Fraser-Abner (2001) explains that teachers should never make assumption about an individual based on their perception and get to know each learner as a unique individual: "walk in the footsteps of all your students. Therefore, infuse a variety of instructional material, strategies in your teaching", as remarked by one of education expert.

An integrated teaching approach is far more effective than teaching isolated bits of information. Corpuz & Salandanan (2013) said that instructional approach is integrated when it considers the multiple intelligences (MI) and varied learning style (LS) of learners. Therefore, learning through an integrated studies approach is enhanced when students are actively engaged in meaningful and related topics. Learners construct and produce knowledge by solving problems, conducting inquiry, engaging in reflection and building a repertoire of effective strategies. An integrated study helps students to become lifelong learners and allows efficient coverage and delivery of curriculum in terms of expertise or intelligence, resources and time.

Theoretical Framework

The theory of multiple intelligences is rooted in neurological, evolutionary, and cross-cultural evidence. In developing his theory, Gardner set out to broaden concepts of intelligence to include the result of paper-and-pencil tests, as well the knowledge of human brain and sensitivity to the diversity of human cultures.

According to Gardner (2003), the idea of multiple

intelligences is not new. As far back as when the science of psychology first began, scientists were suggesting a large array of human mental abilities or faculties. Over the years, there has been a continuing debate between the existence of single or of diverse intellectual capacities. Psychologists have argued for the existence of a number of factors or components of intelligence.

Gardner argues that there is persuasive evidence for the existence of several human intelligences. The exact number and nature of each intellectual "frame'' is not clearly established; however, he is convinced that there exist a number of intelligences, independent of one another, that both individual and cultures can combine in a number of adaptive ways. Although Gardner separates the eight intelligences in order to categorize them, Gardner explains they rarely operate independently. People will use them at the same time, and they tend to complement each other as people develop new skill and solve problems.

The framework of the theory of multiple intelligences draws on historical studies of intelligence, on Gardner's prerequisites of intelligence, and on biological and anthropological evidence. Gardner introduces eight distinct criteria for multiple intelligence, and describe the nine candidate intelligences: verbal/linguistic, logical/ mathematical, musical, spatial/visual, bodily-kinesthetic, naturalist and the two forms of personal intelligence, one that is external (interpersonal), and one that forms of personal intelligences, one that internal (interpersonal) and existential. He also considers how intelligences develop within a culture, and how they are useful in various educational settings.

Howard Gardner of Harvard has identified seven distinct

intelligences. This theory has emerged from recent cognitive research and "documents the extent to which students possess different kinds of minds and therefore learn, remember, perform, and understand in different ways." According to this theory, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains."

Conceptual Framework

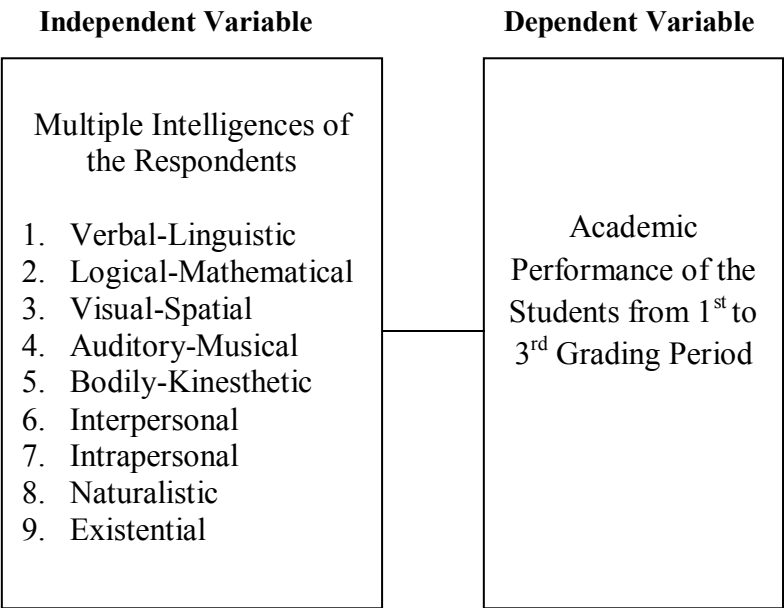| Independent Variable	Dependent Variable
Multiple Intelligences of the Respondents 1. Verbal-Linguistic 2. Logical-Mathematical 3. Visual-Spatial 4. Auditory-Musical 5. Bodily-Kinesthetic 6. Interpersonal 7. Intrapersonal 8. Naturalistic 9. Existential	Academic Performance of the Students from 1st to 3rd Grading Period

Figure 1. Research Paradigm

The conceptual framework shows the nine multiple intelligences of Howard Gardner (1993) a) verbal/linguistic b) logical/mathematical c) visual/spatial d) auditory/musical e) bodily/kinesthetic f) interpersonal g) intrapersonal h) naturalistic i) existential and their relationship with the academic performance grade six learners of San Roque Elementary School for the three quarters of School Year 2016-2017.

The Problem

This study aimed to assess and describe the relationship of multiple intelligences to the academic performance of the students at San Roque Elementary School, San Luis, Pampanga. Specifically, it sought answer to the following questions:

1. How may the profile of respondents be described in terms of :
   1.1. Gender
   1.2. Socio – economic status?

2. What is the academic performance of the respondents from first to third quarter of School Year 2016- 2017?

3. Is there a significant relationship between the multiple intelligences and academic performance of respondents?

Method

This study was conducted at San Roque Elementary School and it is located in San Luis, Pampanga. The study used descriptive method of research which allows to provide facts or data on which scientific judgment may be based. A descriptive research employs research survey. This method of study is appropriate whenever the object of any class varies among themselves and one is interested in knowing the extent to which existence different conditions exists in measuring the extent to which different conditions exists in measuring the existence of a certain phenomenon.

The respondents were the grade six learners of San Roque Elementary School, San Luis, Pampanga for the academic year 2016-2017. Out of ninety-seven (97) grade six students, sixty-two (62) respondents were chosen, where twenty-seven (27) were male and thirty-five (35) were female.

The researchers adapted the survey questionnaire by Dr. Terry Armstrong (2000) to gather information on the multiple intelligences of Grade Six learners and correlate the results to their Academic Performance. The questionnaire dealt with the checklist of multiple intelligences divided into nine dimensions namely: verbal – linguistic, logical-mathematical, visual-spatial, auditory-musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Each dimension consists of 5 items.

The data for this research were collected through the survey questionnaire. The letter asking for permission to conduct the study was given to the principal of San Roque Elementary School, San Luis, Pampanga. The data collected were treated with appropriate statistical tools for analysis and interpretation.

Results and Discussion

Table 1

Frequency and Percentage Distribution of the Respondents as to Gender

Gender	*f*	%
Female	35	56.45
Male	27	43.55
Total	62	100

Table 1 revealed the profile of the respondents in terms of gender. Out of the 62 grade six respondents, 35 or 56.45% were female. While male were 27 or 43.55%. Thus, most of the respondents were female.

Table 2

Frequency and Percentage Distribution of the Respondents as to Monthly Family Income

Monthly Family Income	*f*	%
P5,000 - below	25	40.32
P5,000 - P10,000	23	37.10
P10,000 – P20,000	9	14.52
P20,000 – P60,000	5	8.06
Total	62	100

Table 2 revealed the distribution of the respondents according to the Monthly Income of their family. There were 25

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out of 62 respondents or 40.32% that belong to families with P5, 000- below monthly income. While, there were 23 or 37.10 % belong to P5, 000 – P10, 000. There were 9 or 14.52% of the respondents which belong to the families that have P10, 000 – P20, 000 as monthly income while remaining 5 or 8.06% of the respondents have P20, 000 – P60, 000 family income.

Table 3

Distribution of Mean Scores of the Respondents as to Verbal-Linguistic Intelligence

Verbal – Linguistic	WM	VI
Verbal-Q1	3.37	NAD
Verbal-Q2	3.31	A
Verbal-Q3	3.76	A
Verbal-Q4	3.60	A
Verbal-Q5	3.05	NAD
Total	3.52	A

Range	Verbal Interpretation
4.51 – 5.00	Strongly Disagree (SD)
3.51 – 4.50	Disagree (D)
2.51 – 3.50	Neither Agree nor Disagree (NAD)
1.51 – 2.50	Agree (A)
1.00 – 1.50	Strongly Agree (SA)

Table 3 revealed that Q1 got a weighted mean of 3.37 which was interpreted as Neither Agree nor Disagree (NAD), while Q2 got a 3.31 mean which is interpreted as agree, Q3 got a weighted mean of 3.76 which is interpreted as agree, Q4 got a weighted mean of 3.60 which is interpreted as agree, Q5 got a weighted mean of 3.05 which is interpreted as neither agree nor

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disagree. Most of the respondents along verbal-linguistic intelligence attained the total weighted mean of 3.52 which is interpreted as agree.

Table 4

Distribution of Mean Scores of the Respondents as to Logical – Mathematical Intelligence

Logical – Mathematical	WM	VI
Logical_Q1	3.35	AD
Logical_Q2	3.14	AD
Logical_Q3	3.24	AD
Logical_Q4	2.94	AD
Logical_Q5	3.30	AD
TOTAL	3.30	AD

Table 4 revealed that Q1 with mean score of 3.35; Q2 (3.14); Q3 (3.24); Q4 (2.94); and lastly, Q5 with a mean of 3.30 which are all interpreted as neither agree nor disagree. Most of the respondents along the logical- mathematical intelligence received a total weighted mean of 3.30 which is interpreted as neither agree nor disagree or AD.

Table 5

Distribution of Mean Scores of the Respondents as to Spatial – Visual Intelligence

Spatial – Visual	WM	VI
Visual_Q1	3.17	A
Visual_Q2	3.81	A
Visual_Q3	3.97	A
Visual_Q4	3.39	A
Visual_Q5	3.0	AD
TOTAL	3.45	A

Table 5 revealed that Q1 got a weighted mean of 3.17 which is interpreted as agree (A), Q2 got a weighted mean of 3.81 which is interpreted as agree (A), Q3 got a weighted mean of 3.97 which is interpreted as agree (A), Q4 got a weighted mean of 3.39 which is interpreted as agree (A), Q5 got a weighted mean of 3.0 which is interpreted as neither agree nor disagree (AD). Most of the respondents got the total weighted mean of 3.45 in the area of spatial- visual intelligence which is interpreted as agree (A).

Table 6

Distribution of Mean Scores of the Respondents as to Bodily – Kinesthetic Intelligence

Bodily - Kinesthetic	WM	VI
Bodily--_Q1	3.68	A
Bodily--_Q2	3.29	AD
Bodily--_Q3	3.18	AD
Bodily--_Q4	3.19	AD
Bodily--_Q5	3.38	A
TOTAL	3.45	A

Table 6 revealed that Q1 got a weighted mean of 3.68 which is interpreted as agree (A), Q2 got a weighted mean of 3.29 which is interpreted as neither agree nor disagree (AD), Q3 got a mean score of which is interpreted as neither agree nor disagree (AD), Q4 got a weighted mean of 3.19 which is interpreted as neither agree nor disagree (AD), Q5 got a weighted mean of 3.38 which is interpreted as agree (A). Most of the respondents along the bodily-kinesthetic intelligence got the total weighted mean of 3.45 which is interpreted as agree (A).

Table 7

*Distribution of M*e*an Scores of the Respondents as to Musical Intelligence*

Musical	WM	VI
Musical_Q1	3.79	AD
Musical_Q2	3.56	A
Musical_Q3	3.95	AD
Musical_Q4	3.60	A
Musical_Q5	3.35	AD
TOTAL	3.45	A

Table 7 revealed that Q1 got a weighted mean of 3.79 which is interpreted as neither agree nor disagree (AD), Q2 got a weighted mean of 3.56 which is interpreted as agree (A), Q3 got a weighted mean of 3.95 which is interpreted as neither agree nor disagree (AD), Q4 got a weighted mean of 3.60 which is interpreted as agree (A), Q5 got a weighted mean of 3.35 which is interpreted as neither agree nor disagree (AD). Most of the respondents in terms of musical intelligence got the total weighted mean of 3.45 which is interpreted as agree (A).

Table 8

*Distribution of M*e*an Scores of the Respondents as to Interpersonal Intelligence*

Interpersonal	WM	VI
Interpersonal_Q1	4.08	A
Interpersonal_Q2	3.63	A
Interpersonal_Q3	3.85	A
Interpersonal_Q4	3.53	A
Interpersonal_Q5	3.45	A
TOTAL	3.71	A

Table 8 revealed that Q1 got a weighted mean of 4.08 which is interpreted as agree (A), Q2 got a weighted mean of 3.63 which is interpreted as agree (A), Q3 got a weighted mean of 3.85 which is interpreted as agree (A), Q4 got a weighted mean of 3.53 which is interpreted as agree (A), Q5 got a weighted mean of 3.45 which is interpreted as agree (A). Most of the respondents in terms of interpersonal intelligence got the total weighted mean of 3.71 which is interpreted as agree (A).

Table 9

*Distribution of M*e*an Scores of the Respondents as to Intrapersonal Intelligence*

Intrapersonal	WM	VI
Intrapersonal_Q1	3.82	A
Intrapersonal_Q2	3.44	AD
Intrapersonal_Q3	4.08	A
Intrapersonal_Q4	3.74	A
Intrapersonal_Q5	3.42	AD
TOTAL	3.7	AD

Table 9 revealed that Q1 got a weighted mean of 3.82 which is interpreted as agree (A), Q2 got a weighted mean of 3.44 which is interpreted as neither agree nor disagree (AD), Q3 got a weighted mean of 4.08 which is interpreted as agree (A), Q4 got a weighted mean of 3.74 which is interpreted as agree (A), Q5 got a weighted mean of 3.42 which is interpreted as neither agree nor disagree (AD). Most of the respondents along the intrapersonal intelligence got the total weighted mean of 3.7 which is interpreted as neither agree nor disagree (AD)

Table 10

Distribution of M*ean Scores of the Respondents as to Naturalistic Intelligence*

Naturalistic	WM	VI
Naturalistic_Q1	3.60	A
Naturalistic_Q2	3.49	A
Naturalistic_Q3	3.87	A
Naturalistic_Q4	3.89	A
Naturalistic_Q5	3.79	A
TOTAL	3.82	A

Table 10 revealed that Q1 got a weighted mean of 3.60 which is interpreted as agree (A), Q2 got a weighted mean of 3.49 which is interpreted as agree (A), Q3 got a weighted mean of 3.87 which is interpreted as agree (A), Q4 got a weighted mean of 3.89 which is interpreted as agree (A), Q5 got a weighted mean of 3.79 which is interpreted as agree (A). Most of the respondents in terms of naturalistic intelligence got the total weighted mean of 3.82 which is interpreted as agree (A).

Table 11

Distribution of M*ean Scores of the Respondents as to Existential Intelligence*

Existential	WM	VI
Existential_Q1	3.74	A
Existential_Q2	3.43	AD
Existential_Q3	3.65	A
Existential_Q4	3.73	A
Existential_Q5	3.61	A
TOTAL	3.63	A

Table11 revealed that Q1 got a weighted mean of is 3.74 which is interpreted as agree (A), Q2 got a weighted mean of 3.43 which is interpreted as neither agree nor disagree (AD), Q3 got a weighted mean of 3.65 which is interpreted as agree (A), Q4 got a weighted mean of 3.73 which is interpreted as agree (A), Q5 got a weighted mean of 3.61 which is interpreted as agree (A). Most of the respondents along the existential intelligence got the total weighted mean of 3.63 which is interpreted as agree (A)

Table 12

Distribution of M*ean Scores on the Multiple Intelligences of the Respondents Based on their Perceptions*

Multiple Intelligences	WM	VI
Verbal-Linguistic	3.52	A
Logical- Mathematical	3.20	AD
Spatial-Visual	3.45	AD
Bodily-Kinesthetic	3.45	AD

Table 12 Continuation

Multiple Intelligences	WM	VI
Musical	3.45	AD
Interpersonal	3.71	A
Intrapersonal	3.07	AD
Naturalistic	3.05	AD
Existential	3.63	A
Overall	3.48	AD

Table 12 revealed that verbal-linguistic got a weighted mean of 3.52 which is interpreted as agree (A), logical-mathematical got a weighted mean of 3.20 which is interpreted as neither agree nor disagree (AD), spatial-visual got a weighted mean of 3.45 which is interpreted as neither agree nor disagree (AD), bodily-kinesthetic got a weighted mean of 3.45 which is interpreted as neither agree nor disagree (AD), musical got a mean score 3.45 which is interpreted as neither agree nor disagree (AD), interpersonal got a weighted mean of 3.71 which is interpreted as agree (A), intrapersonal got a weighted mean of 3.07 which is interpreted as neither agree nor disagree (AD), naturalistic got a weighted mean of 3.05 which is interpreted as neither agree nor disagree (AD), existential with 3.63 which is interpreted as agree (A). Most of the respondents along the multiple intelligences got the total weighted mean of 3.48 which is interpreted as neither agree nor disagree (AD).

Table 13

Frequency and Percentage Distribution of the Academic Performance of the Respondents

Grading Scale (Descriptor)	f	%
90-100 (Outstanding)	5	8.06
85-89 (Very Satisfactory)	34	54.84
80-84 (Satisfactory)	22	35.48
75-79 (Fairly Satisfactory)	1	1.61
Below 75 (Did not meet the expectation)	0	0
Total	62	100

The respondent's academic performance was determined through their GPA in third grading period.

Table 13 revealed that 5 (8.06%) of the respondents were able to obtain a rating of "outstanding" with corresponding general average of 90-100; 34 (54.84) of the respondents were able to obtain a general average ranging from 85-89 interpreted as "very satisfactory" in terms of academic performance; 22 (35.48) obtain general average from 80-84 corresponding to "satisfactory" rating; 1 (1.61) of the respondents obtain a general average of 75-79 or "fairly satisfactory ratings; 0 of the respondents obtain a general average of 74 below or " did not meet expectation" rating for their academic performance from SY 2016-2017.

The lowest general average obtain of the respondents was 76 while the highest general average is 94. With a mean rating of 85.19, it can be deduced that the academic performance of Grade 6 respondents of San Roque Elementary School for

SY 2016-1017 was generally "Very Satisfactory."

Academic performance is one of the keys to success in the future, and in terms of achieving high grades, it is also a criterion in order to identify true capability of the learner and bring out their best (Nuthanap, 2002). Therefore, Multiple intelligence offers teachers a new way to look at learners. Often, teachers view their students' skills as lacking in one way or another.

Table 14

Pearson r Significant of Multiple Intelligences and Academic Performance

Variable	Pearson R	Interpretation
Verbal-Linguistic vs. Academic Performance	0.06	Negative/ Negligible
Logical-Mathematical vs. Academic Performance	-0.16	Positive /Negligible
Visual-Spatial vs. Academic Performance	0.03	Positive /Negligible
Auditory-Musical vs. Academic Performance	0.03	Positive /Negligible
Bodily-Kinesthetic vs. Academic Performance	0.03	Positive /Negligible
Interpersonal vs. Academic Performance	0.19	Positive /low
Intrapersonal vs. Academic Performance	-0.12	Negative /Negligible
Naturalistic vs. Academic Performance	-0.05	Negative /Negligible
Existential vs. Academic Performance	0.09	Negative /Negligible

Table 14 Continuation

Variable	Pearson R	Interpretation
Multiple Intelligences vs. Academic Performance	0.03	Positive negligible

Ranges of Interpretation

$\pm.70$ to ± 1.0 = high correlation relationship

$\pm .40$ to $\pm .69$ = substantial relationship

$\pm .20$ to $\pm .39$= low relationship

$\pm .00$ to $\pm .19$ = indifferent / negligible relationship

Table 14 revealed that verbal-linguistic variable and academic performance of the respondents got 0.06 value as a result of Pearson r which can be interpreted as negative negligible. Logical-mathematical variable and academic performance of the respondents has -0.16 value as a result of Pearson r which is interpreted as positive negligible. Visual spatial variable got 0.03 value as a result of a Pearson r which is interpreted as positive negligible. Auditory musical variable got 0.03 value as a result of Pearson r which is interpreted as positive negligible. In bodily kinaesthetic variable and academic performance attain 0.03 value as a result of Pearson r which is interpreted as positive negligible. Interpersonal variable and academic performance got 0.19 value as a result of Pearson r which is interpreted as positive low. Intrapersonal variable and academic performance got -0.12 as a result of Pearson r which is interpreted as negative negligible. Naturalistic variable got -0.05 value as a result of Pearson r which is interpreted as negative negligible. Lastly, existential variable and academic performance got 0.09 value as a result of Pearson r which is interpreted as negative negligible.

There is Negative Negligible correlation between verbal-linguistic and academic performance. Positive Negligible exists in between logical-mathematical and academic performance. Positive Negligible exists between visual- spatial and academic performance. Positive Negligible exists between auditory-musical and academic performance. Positive Negligible exists between bodily- kinesthetic and academic performance. Positive low exists between interpersonal and academic performances. Negative Negligible exists between intrapersonal and academic performances. Negative Negligible exists between naturalistic and academic performances. And Negative negligible exists between naturalistic and academic performances.

The result of the respondents as to Multiple Intelligences vs. Academic Performance got the total pearson r of 0.03 which can be interpreted as positive negligible.

Findings may imply that how effective to incorporate multiple intelligences into the classroom so students self-confidence increases as they become more academically successfully (Temur, 2007).

Temur stated that multiple intelligences positively affected to the learners achievement as each learners actively participated in the lesson, were engaged and more aware of their own strengths and abilities.

Conclusions

In the light of the foregoing findings, the following conclusions were drawn: Most of the respondents are female, and 40.32% of the respondents have P5, 000- below monthly income. With an overall weighted mean of 3.48, the respondents multiple intelligences were neither "Neither agree nor disagree." Most of the respondents were able to attained 85-89 which can be interpreted as very satisfactory .With General Weighted Average of 85.19; academic performances of respondents were "Very Satisfactory". Interpersonal was their dominant intelligence, while Naturalistic was a least one. Significant relationship exists between multiple intelligences and academic performance.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are hereby given:

1. Schools should study the theory in depth before encouraging the integration of it into teaching and assessments. They should provide full support to the teachers who utilize multiple intelligences theory in teaching and assessments.

2. The teacher's application of multiple intelligences to teaching and assessment needs support and accommodation from the school in all aspects.

3. Teachers must recognize their own intelligences trend in advance and utilize the dominant intelligence to carry out lesson plans for maximum result and minimal efforts.

4. Educators must also guide learners in recognizing their own dominant intelligence and encourage the use of it in learning. Teachers should guide the students in recognizing their own multiple intelligence trends, and utilize the dominant intelligence in learning for better results and greater sense of achievement.

5. The multiple intelligences can be applied to people of any age, and the person can become more intelligent through studies. For this reason, it is recommended that future research looks into the application of multiple intelligences in other age groups. In addition, combination of theory into remedial teaching can help students recognize and utilize their dominant intelligence for learning, Lastly, we suggest the addition of teaching and assessment of multiple intelligences into other design-related subject to develop more lesson plans that can appeal to learners and motivate them more.

6. It is suggested that future researcher can include the observation of a class in session, Video-taping, or depth interviews with learners, etc. This approach will help researcher understand some of the difficulties the subjects may encounter during the application of multiple intelligences teaching. In addition, the teaching and assessment could be done on different combination with dominate intelligence.

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STUDENTS' ATTITUDE TOWARDS COOPERATIVE LEARNING AT PULO ELEMENTARY SCHOOL, SAN RAFAEL, BULACAN

Jonalyn Marie I. Dela Cruz and Daryl C. Guiling

Abstract

This study was conducted to determine the attitude of students towards cooperative learning at Pulo Elementary School, San Rafael, Bulacan. Specifically, it aimed to understand if cooperative learning facilitates greater learner participation in class activities. Likewise, it sought to describe the cooperative learning strategies practiced by the lecturers using quantitative and qualitative methods in order to gather data. Based on the findings of the study, students favor the utilization of the cooperative learning for it enhances the level of class participation and students are more comfortable with teacher-centered learning strategies. Therefore, the researchers recommend that lecturers could formulate ways to evaluate students individually even they are in groups, more emphasis should be placed by the school in promoting cooperative learning; and stakeholders can conduct seminars for the betterment of the lecturers about the strategies.

Keywords: Cooperative Learning, Students' Attitudes

Introduction

There are changes in the present curriculum- including the change of teaching-learning process in the classrooms. The Enhanced Basic Education Act of 2013 also known as K to 12 Program is the reason of changes in the Philippine Educational System. Implementation of K to 12 Program requires the open mindedness of the teacher and the full belief that the curriculum will enhance learning (Bilbao, Corpuz & Dayagbil, 2015).

In the past educational system, formal classroom setting lectures cannot move away from the traditional method of teaching in which one effectively delivers a speech and learners just passively listen and take notes. Before, teachers were used to direct teaching method where they spoon-feed their learners.

Didactic method is a form of instruction which is a teacher-centered approach that occurs when an educator mainly lectures instead of facilitating learning. McLeish (2009) observes that didactic appears to be not the most effective learning tool. Teachers using the didactic method provide quizzes after lecture. As a result, learners do well in the lower levels of Bloom's Taxonomy i.e. simple recall questions, but whenever there is need for application, analysis, synthesis and evaluation learners perform poorly. As such, it can be said that the learners reasoning abilities are not being fully realized.

Section 5 of the Enhanced Basic Education Act of 2013 states that the curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative. Cooperative approach is included in the teaching-learning process. The teacher must use this method of teaching to lessen the teacher's role of being repository of knowledge that just freely gives learners information. Teachers must motivate learners to become active rather than passive participants in their learning.

Salandanan & Corpuz (2013) assert that there is no such thing as best method in teaching. In choosing a method or strategy in implementing a lesson, the teacher must be aware of the learners' diversity and individuals' different learning styles. Teachers must not focus in using one method alone but must apply other methods too. Direct teaching method is not literally discarded; however, teaching styles must be varied to cover the range of learning abilities including the cooperative method.

Learning can be more enjoyable if learners work together as a team to achieve a specific target or objective (McLeish, 2009). There have been many studies conducted regarding on the value of cooperative learning. The reason for choosing Felder & Brent's (1994) study as the basis of this study is because he found that learners became so accustomed to work in groups that this work translated into other courses. Therefore he concluded that the cooperative learning technique had the desired effect of changing learners' work ethics.

The purpose of the researchers' study is to know the students' attitude towards cooperative learning method. With the changes that are happening in the present curriculum, implementation of the lesson shall also adapt to them.

In cooperative learning, learners can share and open with their classmates. They can learn based on their own experiences. It is further believed that once persons actively participate in their own learning experience they will see an improvement in their academic performance.

Review of Related Literature

Marzano (2003) posits that group work like cooperative learning has a positive impact on learners' achievement, interpersonal relationships and attitudes about learning. It shows that through the use of group activities during implementing a lesson affect the learners' achievement.

According to Slavin (2011), cooperative learning is an instructional method in which teachers organize learners into small groups, which then work together to help one another learn academic content. When learners work together, they achieve more than when they work alone.

Meng (2005) examines the application of cooperative learning in the Chinese classroom. He focused that the nature of the Chinese culture which is marked by collectivism enabled their learning style to be more successful collectivism places emphasis on a more extended self which is understood in a wider context that is in relation to a physical and social environment which one seeks to harmonize. Learners who work together achieve more than when they work alone. It shows that when the teacher applied the use of cooperative learning, learners tend to work together in a pleasing way. Learners can achieve their socialization skills which is better than to study independently.

While McDowell (2001) concludes that learners believe that they learned more from the course exercise that is the teach yourself document, than if the material had been lectured in the traditional manner. The conclusion made showed the usefulness of having student centered learning wherein learners tend to learn more as they practice themselves to study independently and interdependently. Learners can learn better also if they will

participate in group activities because as they work cooperatively they can learn some information on learnings that are based on experiences.

Student-centered strategy group obtained higher scores than the traditional strategy group. It shows that learners who work together achieve more than when they work independently. In the traditional strategy, learners tend to learn by themselves through memorizing their notes from what their teacher taught them. But in the new implemented curriculum in the Philippines, they changed passive to active learners (Chanchalor & Chomputong, 2004).

Johnson, Johnson & Smith (1998) discuss that Socrates taught in small groups and engaged learners in his famous art of discourse, meaning to learn from others through dialogue and discussion rather than simply receive input. It shows that learners tend to learn more from others than simply reading notes. Thompson & Taymans (1996) elaborates that in order for cooperative learning to be successful, teachers need to be sure they have a clear system for managing student behavior, teach learners specific interpersonal skills and teach learners how to perform the specifics rules and procedures expected within different cooperative structures. Teachers must familiarize themselves with the cooperative learning techniques. Teachers must be knowledgeable enough to use cooperative learning method and must consider the differences among learners.

Cooperative learning activities encourage learners to read and understand the meaning of a text together in small groups, such as activities should also arouse learners' interest and intrinsic motivation. Learners can improve their attitude towards

work. Learners will have self-confidence and reduce anxiety. Researchers knew that one of the reasons why learners don't participate in class is because they have fear to commit mistakes in front of their classmates but as learners participate in group, their confidence will increase and also they will become motivated to perform and talk in front of class without any anxiety (Law, 2011).

Barraket (2005) is an advocate of a marriage of both teacher-centered and student-centered approach with an aim to enhance student-centered teaching method in a master's level social research methods course. This was done through the introduction of various techniques namely: problem-based learning, group work, role play and simulation. From this study, it was concluded that the move towards student centeredness had a positive influence on student performance, learning experience and subject evaluation. It showed how cooperative learning increases learners performance when they work in groups.

With the framework of cooperative learning groups, learners learn how to interact with their peers and increase involvement with the school community. Positive interactions do not always occur naturally and social skills instruction must precede and concur with the cooperative learning strategies. Social skills encompass communicating, building and maintaining trust, providing leadership and managing conflicts. Cooperative learning enhances class participation and make learning experience easier. They will not just only learn on academic means but also they will teach leadership that will boost their confidence in public speaking. Learners will also improve attitude towards work as they manage different problems and conflicts (Goodwin, 1999).

Preszler (2005) adds in his study that learners performed better on examination when there was the mixture of both student and teacher centered techniques. In implementing a lesson, it is better if a teacher uses not just only one method of teaching. Teacher can use both teacher and student approaches to make the discussion more enjoyable. This will increase students' potentials to participate in class and make the learning experience easier. Learners tend to reduce their fear whenever they want to ask questions to their teachers.

Jollifee (2007) indicates that cooperative learning requires learners to work together in small groups to support each other to improve their own learning and that of others. There are five basic elements of cooperative learning according to Johnson, Johnson & Holubec (1991). It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are clearly perceived positive interdependence where according to Jolliffee (2007) pupils are required to work in a way so that each member needs others to complete the task. It's a feeling of one for all, all for one.

Considerable primitive (face-to-face) interaction is another condition where learners promote each other's learning by helping, sharing and encouraging efforts to learn. Clearly perceived individual accountability and performed responsibility to achieve the group's goals is a condition that requires each learner in the group to develop a sense of personal responsibility to learn and help the rest of the group to learn as well.

Frequent use of the relevant interpersonal and small

group skills will not function effectively if learners do not have and use the needed social skills such as leadership. Frequent and regular group processing of current functioning to improve the group's future effectiveness is very important for the teachers to also monitor the groups and give feedback on how well the groups are working together. Putnam (1998) clearly states that cooperative learning can serve as one powerful tool in creating effective inclusive classrooms of diverse learners. It means that cooperative learning can be used especially in diverse learners. Through cooperative learning, it enhances good working relation-ships among learners.

According to Horne & Pine (1990), learning is a cooperative and collaborative process. People enjoy functioning independently but they also enjoy functioning interdependently. Many times learners are reminded of something because of what they heard from the group. Learners begin to realize that they count and have something to give and to learn. It supports that cooperative learning facilitate greater learners participation in class activities. As the learners tend to cooperate with their classmates there are knowledge left in their mind. Learners can really learn through active and enjoyable class rather than listen-ing to their teacher and just taking notes.

Theoretical Framework

Constructivism refers to the idea that learners construct knowledge for themselves. Each learner individually and socially constructs meaning as he or she learns. This constructivism theory allows learners to construct ideas based on their prior knowledge. Learners in group, can share their ideas to enable them to achieve their goals. It supports the study to have learners

view about the relatedness of collaborative learning on constructivism theory. This type of instruction will enable more long term retention of knowledge.

Conceptual Framework

Input	Process	Output
1. Profile of the respondents 2. Learners' attitudes towards cooperative learning	The process of gathering data is through conducting surveys to the respondents of the study.	• Improved class participation of learners with the used of cooperative learning. • Improved social skills of learners.
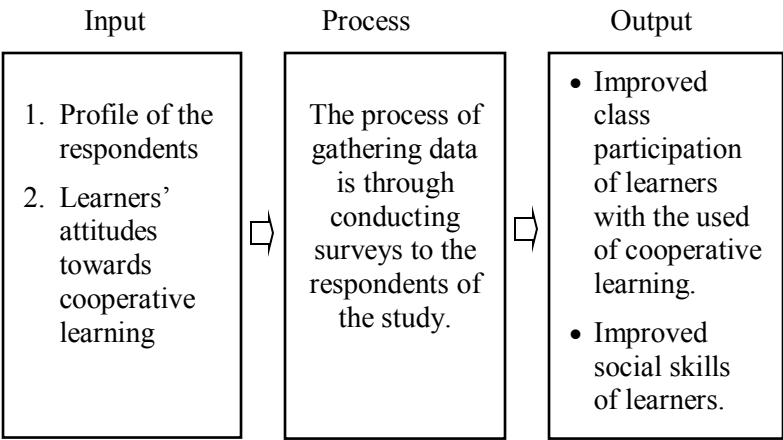
The study aimed to determine the learners' attitude towards the utilization cooperative learning in class. In order to seek answers to the problems, the researchers gathered data by conducting surveys and interviews.

Statement of the Problem

This study aimed to determine the learners' attitude towards cooperative learning strategy.

Specifically, it sought answers to the following questions:
1. What are the student profiles in terms of:
    1.1 grade level and section;

1.2 age;

1.3 gender?

2. What are the learners' attitudes towards cooperative learning as perceived by the teachers?

3. Is there a significant relationship between the profile and the learners' attitudes towards cooperative learning?

4. How do teachers practice cooperative learning inside the classroom as perceived by the learners?

Method

This study was conducted at Pulo Elementary School located at Barangay Pulo, San Rafael, Bulacan. Researchers chose the said school to save time in gathering answers to the questions.

Descriptive study was used to determine the views of learners toward cooperative learning strategies at Pulo Elementary School. This study used two methods. The questionnaire survey technique was used in quantitative technique since it enables large scale numerical data to be obtained over a short period of time. In this study, the researchers wanted to gather numerical data to indicate learners' view on cooperative learning. According to Minchiello (1990) quantitative research gathers data in numerical form which can be put into categories or in rank order, or measured in units of measurement. This type of data can be used to construct graphs and tables of raw data.

The chosen respondents were grades five and six learners and twelve teachers from Pulo Elementary School for School Year 2016-2017. The researcher interviewed three teachers while

nine teachers to answered the questionnaire as the part of the study.

In this study, the researchers used questionnaires and conducted interviews to gather information which is necessary for the descriptive method of study. The researchers adopted and modified the questionnaires of Keritha McLeish (2009) which was used in her study that comprised 23 questions for the learners and 19 questions wherein 9 of it are for the interview for teachers.

The learners and teachers were asked to rate some questions using the five-point Likert scale according to their attitudes or views on cooperative learning strategy.

The researchers personally administered the questionnaires to ensure a high retrieval rate from the respondents. The researchers asked permission to administer the questionnaires from the respective school principal. After the approval of the written request, the researchers distributed the questionnaires to grades five and six learners and to the teachers of Pulo Elementary School in San Rafael, Bulacan The researchers informed the respondents about the purpose of conducting a survey and they were guided accordingly. They also assured of the confidentiality of their responses.

Results and Discussion

Table 1

Grade Level	Section	f	%
5	A	27	27
5	B	23	23
6	A	25	25
6	B	25	25
Total		100	100

Frequency and Percentage Distribution of Learner-Respondents by Grade Level and Section

Table 1 shows that out of 100 learner-respondents, most (27%) were from grade 5-A; 23 followed by student-respondents from grades 6-A & 6-B with 25% each.

Table 2

Age	f	%
11-below	73	73
12-13	26	26
14-up	1	1
Total	100	100

Frequency and Percentage Distribution of the Learner-Respondents by Age

Table 2 shows that almost three-fourths (73%) of the learner

-respondents were aged between 10-11 years old; 26 or 26% were 12-13 years old and 1 or 1% was 14 years old. Therefore, most of the learner- respondents are in the adolescent stage.

Table 3

Gender	Grade V	Grade VI	Total no. of respondents	%
Male	28	20	48	48
Female	22	30	52	52
Total			100	100

Frequency and Percentage Distribution of the Learner-Respondents by Gender

Table 3 showed the number of male-respondents and female-respondents from the two sections of Grades 5 and 6. It shows that female students outnumbered the male students.

The table further showed that there were more male students in Grade 5 than in Grade 6 while more females are in grade 6.

Table 4

Statement	Grade V		Grade VI	
	WM	VI	WM	VI
When I work with others, I achieve more than when I work alone.	4.48	SA	3.94	A
I willingly participate in cooperative learning activities	4.15	A	4.00	A

Mean Scores Distribution of Attitudes of Learner-Respondents

Statement	Grade V		Grade VI	
	WM	VI	WM	VI
Cooperative learning can improve my attitudes towards work.	4.15	A	4.18	A
Cooperative learning helps me to socialize more.	4.08	A	3.90	A
Cooperative learning enhances good working relationships among learners.	4.01	A	3.90	A
Cooperative learning enhances participation.	4.01	A	3.42	A
Creativity is facilitated in the group setting.	4.37	SA	4.08	A
Group activities make the learning experience easier.	3.90	A	3.78	A
Total	4.14	A	3.90	A

Towards Cooperative Learning

Table 4 Continuation

The Grade 5 learner-respondents strongly agreed that they achieve more when they work with others, as indicated by 4.48 weighted mean. Grade 5 learner- respondents also agreed that they willingly to participate in cooperative learning activities, with 4.15 weighted mean. Learner- respondents from Grade 5 agreed that cooperative learning can improve my attitudes towards work with 4.15 weighted mean. While 4.08 weighted mean for cooperative learning helps them more to socialize more where interpreted as agree. They agreed also that cooperative learning enhances good working relationship among Grade 5 learners which got 4.01 weighted mean. Learners also agreed that cooperative learning enhances their class participation which got 4.01 weighted mean, and creativity is

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facilitated in the group setting got 4.37 weighted mean which is interpreted as strongly agree. Lastly, for them group activities make the learning experience easier which got 3.9 weighted mean and is interpreted as agree.

For the Grade 6 learner- respondents, they also agreed to all statements where when they work together independently they achieve more which got 3.49 weighted mean; willingly participate in cooperative learning activities which got 4.00; cooperative learning can improve their attitudes towards work, which got 4.18 weighted mean ; both cooperative learning helps them to socialize more and it enhances good working relationship among their classmates got 3.9 weighted mean; cooperative learning enhances class participation got 3.42 weighted mean; creativity is facilitated in the group setting got 4.08 weighted mean; and group activities make the learning experience easier got 3.78 weighted mean.

Learners have favorable attitude towards the implementation of cooperative learning in their classrooms. Both Grade 5 and Grade 6 students agreed that cooperative learning affects them with good result. It is noticed that Grade 6 learner- respondents rated weighted average of 4.14 which can be interpreted as Agree and for Grade 6 learner-respondents rated 3.9 weighted average which is interpreted also as agree.

On the assessment of questionnaires, some of the learner-respondents said that they prefer to work on their own rather than in a group because they can understand lessons more easily, it helps them enhance their ability without the help of others, they can think deeply without being interrupted and they can learn on their own. On the other hand, there are students who do not

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prefer to work on their own because they are scared to work alone, they are slow in finishing the activities, they can't do things on their own, and they can come up with more ideas when they work with others.

Table 5

Profile	Learner's attitudes	Interpretation
Grade V	-0.11667	Indifferent / negligible relationship
Grade VI	-0.10534	Indifferent/ negligible relationship
Age	-0.17019	Indifferent/ negligible relationship
Gender	-0.164862	Indifferent/ negligible relationship

Relationship Between Profile and Learner's Attitudes Towards Cooperative Learning

Based on the figure, it shows that the profile of the learners does not have any significant relationship with learner's attitudes towards cooperative learning. The grade level of learners shows that there is a negligible relationship to their attitudes. It means that learners' view towards cooperative learning does not depend in their grade level. The age of each learner shows that there's negligible relationship to the attitudes. It means that the view of learners about the attitudes does not depend on their age.

The gender of learners also shows a negligible relationship to their attitudes. It means that the view of learners about cooperative learning doesn't depend on their gender.

Therefore, it was proven that the profile of learners does

not have any significant relationship with learner's attitudes towards cooperative learning.

Category	Grade V		Grade VI	
	f	*%*	*f*	*%*
Always	38	38	8	8
Sometimes	12	12	42	42
Very Often	0	0	0	0
Rarely	0	0	0	0
Never	0	0	0	0
Total	50	50	50	50

Table 6

Frequency to Which Cooperative Learning Method is Used

Table 6 shows that teachers use cooperative learning sometimes in their classes. It was reported by 54% of the learners from the two sections of grades V and VI. On the other hand, 46 or 46% of learner-respondents answered that their teachers always utilized cooperative learning in their classes.

The study showed that the teachers in Pulo Elementary School sometimes utilized cooperative learning approach. This means that were not utilizing group activities every day in their classes.

Teachers agreed that they are familiar with the use of cooperative learning in class which is an organized and structured way to use small groups to enhance student learning and interdependence. Learners are given a task better known as an assignment and they work together to accomplish this task.

The three teachers stated that they prepared their learners by giving the directions or instructions before grouping them and ensured that learners have materials to be used. They also said that learners are more comfortable with the use of teacher-centered method but through the new curriculum implemented in the Philippines, they were allowed to change their case in the classroom from teacher-centered to learner-centered. As they utilized cooperative learning in class, learners became more active and energetic in classroom.

Conclusions

Based on the summary and results of the findings, the following conclusions have been arrived at:

1. The learner- respondents of their study from grade 5 and 6 with majority age of 11 and below and some were 12-14 years old.
2. There were many positive feedbacks about utilizing the co-operative learning strategies, and learners preferred if their teachers give more group activities.
3. There is no significant relationship between the profile and learner's attitudes towards cooperative learning.
4. Teachers in Pulo Elementary School utilized cooperative learning and gave group activities in Grade V and VI classes.

Recommendations

Based on the findings of the study and conclusion, the following recommendations are proposed for the future researchers and stakeholders:

1. The principal of the school can promote other cooperative

learning activities through conducting seminars and meetings.
2. Teachers are recommended to utilize more cooperative learning in their classroom discussion.
3. Future researchers can gather information on how teachers evaluate each member of a group.

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PARENTING STYLES AND ACADEMIC ACHIEVEMENT OF GRADE VI LEARNERS

Kris Alaiza M. Adriano and Grenica Marie C. Belen

Abstract

This study is about the parents' way of rearing their children and how they are related to learners' academic achievement. Specifically, this answers questions such as the parenting styles perceived by the learners, and to find out whether such parenting styles are related to academic achievement. The study seeks to prove the significant relationship between parenting styles and academic achievement of the Grade VI learners of Atilano S. De Guzman Elementary School by the use of descriptive correlational research design. The descriptive correlational method was used for this study to determine the extent of a relationship between parenting styles and achievement. The researchers gathered data by the use of survey questionnaires. Based on the findings of this research, there is a significant relationship between parenting styles and academic achievement of Grade VI learners of Atilano S. De Guzman Elementary School. Therefore, the conductors recommend to the future researchers the following: To find out the relationship of parenting styles on academic achievement of learners under different grade levels and parents as respondents of their study; also to focus on a specific learning area such as Filipino, English, Mathematics, Science, Makabayan, Heograpiya/Kasaysayan/ Sibika (HKS), Edukasyon sa Pantahanan at Pangkabuhayan (EPP) and Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP).

Introduction

Being a parent has a lot of responsibilities to be carried out and one of them is the responsibility of bringing up their children. It includes the way the parents discipline their children, rules to obey, take care of their health and support them on their life and dreams. The times spent in guiding their children are vital in developing their relationship. Sigelman and Rider (2006) stated that "Many noted theorists have argued that no social relationship is more important than the first: the bond between parent and child." It is such a foundation in helping the child socialize and to have strong rapport in nurturing the child throughout the developing years. Actually, parenting is one of the few that requires neither formal education nor examination to test and guarantee their abilities and skills whether the parents are following a wholesome kind of criteria in childrearing (Opada, 2011).

Having said this, the development of one's identity and ideas toward schooling of a child connects on what his family values taught to him in the early years. The family is also considered as the first institution where the child belongs. Thus, children are more influenced by their respective family because the early years of the child's existence is considered as formative years. Thus, parent support is really needed by the learner.

The behavior and attitude of the people that surround the child have a major impact on how someone views about achievement in the school performance. The physical, social, spiritual, psychological and emotional behavior reflects on how

they interact and attain their own goals. The knowledge of the guardians is an element, accepting the fact that parenthood does the challenging part of being a parent.

One of the primary responsibilities of the parents is to provide their children with education and encourage them to show their innate talents. Parents supervise the schooling of their child from the first day onward. Martin (2007) stated about parenting involvement pointing out that "the climax rests in the fact that how the parents would know that their sincere involvements are really proving worthwhile for their children". One of the things they keep monitoring is the performance of the child on the curricular areas.

Whenever a learner attains high grades we can say that a learner performs well throughout the time. He has given a certain time and effort to achieve it but we can also say that the teachers and parents are part of his success as a student. The parents are supposed to have more opportunities with the learner towards their schooling and the great need to motivate them. On the other hand we can't exclude a lot of factors affecting the learners in attaining their grades nowadays. The parental guidance and the way a student is disciplined to perform better in school especially in academics. One of the factors is the way they help the learner in school. Parents are highly concerned about the academic achievement of their children because they believe that education will lead to success and result in better career opportunities. That it can help their children to have stable job and a bright future someday (Opada, 2011). We typically hear from them that they want only nothing but the best for us. Despite that giving a good quality of education needs a lot of investments from their part to be able to sustain it.

Those achievements are supported and given inspiration by the parents who gave them prior knowledge about many things in this world. In this situation the parents are practicing and performing one of their duties. The learners take the decision on their hands, whether they want to be influenced by the deeds of their parents or have their own target to hit their goals. To able to attain these there is need for prior supervision provided by the elderly to achieve it. The learners performance especially on academics is of greater importance on the parent.

The reason behind why the researchers chose to do this topic is to find out if there is significant relationship on how their parents raised them in the relation with elementary learners academic performance.

Review of Related Literature

Parenting on Education

The basic foundation of education are the parent, who are the ones who first started to teach their children. That's why their role is important they help in monitoring their child's progress in their knowledge about life. Parents are the first teachers of their children before anyone else. Their support towards their children is a critical role to prepare them for school. (Md-Yunus, 2007).

Parents have their own different ways on how they guide and counsel their children especially in daily scenarios. They may have rules, punishments or reinforcement for the child to be able to be discipline them and to learn how they must react on their actions. On the other hand, there are some parents who

prefer to give their child advices rather than punishing the child for his wrong activity. The parental supervision must be whole rounded, so it can help a lot in the developing years of a child. (Sticht, 2012).

Parental involvement is relevant to the school success of the children but it is really important that they are involved in the education of the children. Padgett added that the schools that have strong parental involvement help improve the children themselves. It results usually to a high academic achievement on the performance in school; the children develop desirable behavior in the school and home. (Padgett, 2006).

Children who seek challenges and display high levels of achievement have parents who praises their successes and are not only on critical of an occasional failure (Shaffer, 2012).

Parenting includes many things. It's not about only taking care of a child. As an individual in developing his life, we need to give decisions and advices for them to be responsible. Parenting is the hardest selling job in the world, these days. Parents have to sell their likes and interests, beliefs, decisions and values to your kids. And parents compete with so many others trying to do so. (San Juan, 2016).

There is no secret formula in handling and rearing a child. But the parent's way of guiding and supporting their children towards education influences and helps with them in school achievement and also influences the learners' own learning strategies. (Erden & Uredi, 2008).

Parents who are supportive of their children's learning in school are observed to do the following things: First, before they

follow up the performance of their children in the school they ask the teachers who are handling their children about the progress and development of the children's learning. Second, they check, guide and help the learner in their various assignments/ home works or projects. They give their concern to help their children. Third, they check the notebooks of their children to find out what he/she have learned in the certain day. The last is reviewing their children's corrected seat works and examinations. Though that, parents are diagnosing the learners strengths and weaknesses about what they had answered correctly and which are the parts they have difficulty with (Lucas & Corpuz, 2014).

Parenting Styles and Academic Achievements

If the parenting style used is Authoritative Parents Style and who had high expectations their children are found to achieve better in school. (Alsheikh et al., 2010).

Children are very good imitators of their own parents. They like doing what their parents do. They really admire and like what the adults do even simple things. They learned from their own environment. That's why parents must motivate them and help them in their studies. Especially, when they feel that parents are encouraging them to study well (Munyi, 2013).

Handling the child's development in their education is one of the roles of parents. For example, the parents support them by teaching their children doing their homework, activities and others. In those different things various parenting styles are applied. In simple way, parents can guide their children doing particular activities and helping them to develop and achieve their goals throughout their learning stage. (Ibukunulu, 2013).

Parenting styles are not all about rearing a child but it include also the issues in disciplining a child that can translate in the academic performance of a child, that is why results poorly than the other children in authoritarian and authoritative parenting styles (Morawska, 2007).

Parents too are influenced by their children and their children are influenced by them. It is a clear reflection of their relationships with each other, and that children are also influencers to their parents. The influence of different parties bounces back to each other (Phillipson, 2007). For example, if the parents see their child had good grades in school, the parents' reaction will be influenced by it in terms of their behavior and attitudes towards their children. Another one is, if a child sees that his/ her both parents' have placed utmost importance about education.

Children from authoritative parents show higher competence in academics but also in terms of social development, self-perception, and mental health than to children who raised by authoritarian parents. (Baumrind, 2012). Authoritative parenting styles were strongly associated with the learners academic performance (Bacus, 2014).

Academic achievement serves as one of the determinants of success in life. Students who achieve well academically have some advantages. Nuthanap said that academic achievement is one of the keys to success in the future (Nuthanap, 2007).

Theoretical Framework

The well-known theory about parenting styles that

explains the parent's child rearing is the Baumrind Theory of Parenting Styles which describes that there are four basic parenting styles. There are different approaches and effect on the individual's personality.

The first one is the Authoritative style the parent has the high expectations on their children. Parents here are open to giving advice and being supportive. They are responsive on the demands. Also they are reasonable in their expectations for their child. The child is competent, good in socializing with other people, good in adjustments and has a high sense of self-esteem.

Authoritarian style means that the parent's way of controlling children are high in demand but low in the responses to their children. They are also characterized in giving set of rules that needed to obey without questioning it. They use punishments or threats for the misbehavior to control the child. The child becomes unhappy, has difficulty in socializing and has low self-esteem.

The parent with Permissive Style has the high sense of love and warmth for their child. But although they are uninvolved and uninterested on the child, they set the least expectations that not firm. Despite giving rules they are inconsistent about implementing. The children of permissive parents have problems in self-control and unhappy.

The uninvolved parent with the Neglectful Style characterized as having low in demands and low supervision. They don't give rules on their children. They are low in response and demand. That's why their knowledge about their child is very minimal. They give no supervision and guidance. The children of neglectful parents perform poor academically; they

have low of self-esteem, and slow in adjustment (Santrock, 2004).

The researchers used the Baumrind Theory of Parenting Styles because it clearly stated that every parenting style has its various effects in many terms towards a child including academic achievement. This theory is widely used in studies related to parenting styles.

Conceptual Framework

The conceptual paradigm of this study indicated the relationship of parenting styles and academic achievement of Grade VI learners of Atilano S. De Guzman Elementary School. As shown in figure 2 the dependent variable it stated the four parenting styles which were Authoritative, Authoritarian, Permissive and Neglectful. The independent variable shown the Academic Achievement which was the General Weighted

Dependent Variable (DV)	Av-	Independent Variable (IV)
• Parenting Styles • Authoritative • Authoritarian • Permissive • Neglectful		Academic Achievement • General Weighted Average
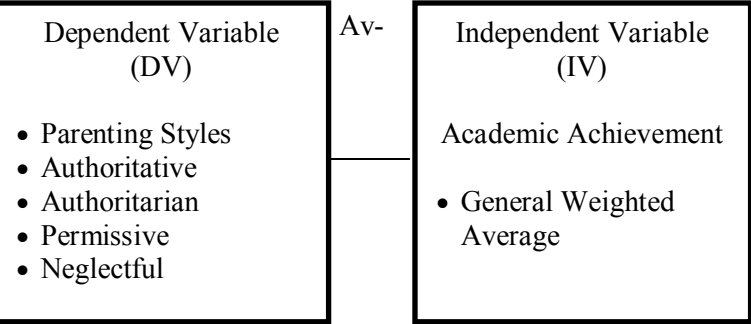
erage.

Figure 2. Research Paradigm

Statement of the Problem

This study aimed to determine the relationship between parenting styles on academic achievement of Grade VI learners of Atilano S. De Guzman Elementary for the school year 2016-2017.

Specifically, the researchers sought to answer the following questions.

1. How may the parenting styles be described by the respondents in terms of:
   1.1. Authoritative;
   1.2. Authoritarian;
   1.3. Permissive;
   1.4. Neglectful?

2. What is the general average of the Grade VI leaners in all learning areas?

3. Is there a significant relationship between parenting styles and academic achievement of the learners?

Method

This study was conducted at the Atilano S. De Guzman Elementary School located at General Alejo G. Santos Highway Taboc, Angat, Bulacan. The researchers chose this school for the efficiency and to save time for the study that was conducted. On

the other hand, the researchers wanted the Grade VI learners of Atilano S. De Guzman Elementary School to be the beneficiary of this study, to be able to help the learners, parents and other stakeholders.

The design used for this study was the descriptive correlational research design that attempts to determine the extent of the relationship between two or more variables using statistical data. The descriptive correlational research design helps to describe the parenting styles on academic achievement among Grade VI learners and also to examine the relationship between those variables.

The researchers chose the Grade VI learners of Atilano S. De Guzman Elementary School, school year 2016-2017 as the respondents of this study. The researchers used the universal population of Grade VI learners coming from two sections. There were seventy- five (75) respondents, forty two (42) of them were males and thirty three (33) of them are females. Most of the respondents/ leaners of Grade VI were in the ages of 11-16 years old.

In this study the researchers used questionnaires to gather information which was necessary for the descriptive correlational method of this study. The researchers adopted and modified the questionnaire of Munyi (2013) which was used in her study that included ten statements for each parenting styles with forty items, wherein the respondents need to rate based on their own experiences and point of view by using the 5 point likert scale.

Data collected for this study were through the survey questionnaires. The letter of request was given to the principal of

Atilano S. De Guzman Elementary School Mrs. Myra L. Bernardino for the permission to conduct the study. Right after the principal signed the letter that was given to her, the researchers asked for the assistance of the teacher or adviser of Grade VI learners in the distribution of survey questionnaires. The researchers explained to the respondents the statements in each parenting styles by translating in Tagalog language before distributing the questionnaires and collecting all the data. The statement that was presented in the survey questionnaire was distributed in the form of checklists wherein the answers are limited. Right after collecting all the survey questionnaires the researchers asked the advisers of the two sections of Grade VI to have a copy of General Average of the learners.

Results and Discussion

This chapter contains the results, the explanation and

Authoritative	Weighted Mean	Interpretation
1. My parents discuss the reasons behind the policy with the children in the family.	4.07	Agree
2. My parents encourage verbal give-and-take whenever I feel that family rules and restrictions are unreasonable.	3.55	Agree
3. I know what my parents directed the activities and decisions of the children in the family through reasoning and discipline.	3.87	Agree
4. My parents consistently give us direction and guidance in rational and objective ways.	3.61	Agree
5. My parents consider our opinions in making family decisions.	3.80	Agree
Total Weighted Mean	**3.79**	**Agree**

conclusions of the data gathered from the study to determine the parenting styles and academic achievement of Grade VI learners of Atilano S. De Guzman Elementary School and the relationship between these variables.

Parenting Styles

Table 1

Weighted Average Mean of Authoritative Styles of the Respondents
Legend:

Ranges	Interpretation
4.51----5.00	Strongly Agree (SA)
3.51---- 4.50	Agree (A)
2.51---- 3.50	Neither Agree nor Disagree (N)
1.51----2.50	Disagree (D)
1.00---- 1.50	Strongly Disagree (SD)

Data on Table 1 show that respondents fall under two ratings only; agree and neither agree nor disagree; no respondents indicated the rating strongly agree, disagree and strongly disagree.

In the authoritative style, the statement "My parents discuss the reasons behind the policy with the children in the family" got a weighted mean of 4.07 which is interpreted as agree. The statement "My parents encourage verbal give-and-take whenever I feel that family rules and restrictions are unreasonable" got a weighted mean of 3.55 which is interpreted as Agree. The statement "I know what my parents directed the activities and decisions of the children in the family through reasoning and discipline." got a weighted mean of 3.87 which is

interpreted as Agree. In the statement "My parents consistently give us direction and guidance in rational and objective ways." got a weighted mean of 3.61 which is interpreted as agree. The statement "My parents consider our opinions in making family decisions." got a weighted mean of 3.83 which is interpreted as agree. Thus, the authoritative parenting style got the total weighted mean of 3.97 which is interpreted as agree.

The respondents agreed that their parents were using

Authoritarian	Weighted Mean	Interpretation
1. My parents don't allow me to question their decisions.	3.15	Neither Agree nor Disagree
2. My parents get upset when I try to disagree with them.	3.32	Neither Agree nor Disagree
3. My parents often tell me exactly what they want me to do and how they expect me to do it.	3.45	Neither Agree nor Disagree
4. My parents feel that wise parents should teach their children who is the boss in the family.	3.37	Neither Agree nor Disagree
5. My parents punish me when I don't meet their expectations.	3.24	Neither Agree nor Disagree
Total Weighted Mean	**3.31**	**Neither Agree nor Disagree**

authoritative parenting style. Bacus's study on the relationship between parenting styles, self-concept, and attitudes towards school and academic outcomes among seventh grade students found that the majority of the students perceived their parents as practicing authoritative parenting style. (Bacus,2014).

Table 2

Weighted Average Mean of Authoritarian Parenting Styles of the Respondents

In the authoritarian style, the statement "My parents don't allow me to question their decisions." got a weighted mean of 3.14 which is interpreted as neither nor disagree. In the statement "My parents get upset when I try to disagree with them." got a weighted score of 3.32 which is interpreted as neither agree nor disagree. In statement "My parents often tell me exactly what they want me to do and how they expect me to do it" got a weighted score of 3.45 which is interpreted as agree. In the statement "My parents feel that wise parents should teach their children who is the boss in the family" got a weighted score of 3.37 which is interpreted as neither agree nor disagree. In the statement "My parents punish me when I don't meet their expectations" got a weighted score of 3.24 which is interpreted as neither agree nor disagree.

Permissive	Weighted Mean	Interpretation
1. My parents seldom give me expectations and guidelines in my behavior.	3.81	Agree
2. My parents don't direct my behaviors, activities and desires.	3.43	Agree
3. Most of the time my parents consider what I want in making family decisions.	3.82	Agree
4. My parents allow me to decide most of the things for myself.	3.37	Agree
5. My parents don't view themselves as responsible for directing and guiding my behavior.	3.28	Neither Agree Nor Disagree
Total Weighted Average	**3.54**	**Agree**

The respondents perceived that they were not sure whether their parents are practicing authoritative style. Authoritarian parents are highly unresponsive, highly demanding and expect obedience from their children. (Ross & Hammer, 2002).

Table 3

Weighted Average Mean of Permissive Parenting Styles of the Respondents

In the Permissive Style, the statement "My parents seldom give me expectations and guidelines in my behavior" got a weighted score of 3.81 which is interpreted as agree. In the statement "My parents don't direct my behavior, activities and desires" got a weighted score of 3.43 which is interpreted as agree. In the statement "Most of the time my parents consider what I want in making family decisions" got a weighted score of 3.83 which is interpreted as agree. In the statement "My parents allow me to decide most of the things for myself "got a weighted score of 3.37 which is interpreted as agree. In the statement "My parents don't view themselves as responsible for directing and guiding my behaviors." got a weighted score of 3.28 which is interpreted as neither agree nor disagree."

Neglectful	Weighted Mean	Interpretation
1. My parents have a very few demands and expectations from me.	3.13	Neither Agree nor Disagree
2. My parents don't really care about what is going on in my life.	2.99	Neither Agree nor Disagree

The respondents agree that their parents are practicing

Neglectful	Weighted Mean	Interpretation
3. My parents rarely do assign any duties for me to do while at home.	3.12	Neither Agree nor Disagree
4. My parents have totally no expectations for me regarding my school work.	3.13	Neither Agree nor Disagree
5. My parents have never checked my school results ever I started schooling.	3.19	Neither Agree nor Disagree
Total Weighted Mean	**3.11**	**Neither Agree nor Disagree**

permissive style. Only the question number 4 got the interpretation of neither while the rest of the statements were interpreted as agree. Permissive kind of parenting is characterized generally as communicative and nurturing and treats them as friends. (Grills, 2002).

Table 4

Weighted Average Mean of Neglectful Parenting Styles of the Respondents

Table 4 Continuation

In the Neglectful Style, the statement "My parents have a very few demands and expectations from me" got a weighted score of 3.13 which is interpreted as neither agree nor disagree. In the statement "My parents don't really care about what is going on in my life" got a weighted score of 2.99 which is interpreted as neither agree nor disagree". In the statement" My

parents rarely do assign any duties for me to do while at home" got a weighted score of 3.12 which is interpreted as neither agree nor disagree. In the statement "My parents have totally no expectations for me regarding my school work." got a weighted

Descriptors	Grading Scale	*f*	%
Outstanding	90-100	3	4.00
Very Satisfactory	85-89	25	33.33
Satisfactory	80-84	36	48.00
Fairly Satisfactory	75-79	11	14.67
Did Not Meet Expectations	Below 75	0	0.00
Total		75	100
Over-all Grade		83	Satisfactory

score of 3.13 which is interpreted as neither agree nor disagree. In the statement "My parents have never checked my school results ever I started schooling" got a weighted score of 3.19 which is interpreted as neither Agree nor disagree.

Academic Achievement

Table 5

Academic Achievement of the Respondents

Table 5 shows that 3 or 4.00% of the respondents were able to obtain outstanding grade with a corresponding interpretation of 90-100; 25 or 33.33% of the respondents were able to achieve very satisfactory; 35 or 48.00% of the

respondents were able to obtain satisfactory; 11or 14.67% of the respondents were able to attain fairly satisfactory; 0 or 0.00% of the respondents did not meet expectations.

Most of the respondents were able to attain 80-84 rating which is interpreted as satisfactory. The respondents' over-all general average was 83 rating which is interpreted as satisfactory.

Variables	Pearson r	Interpretation
Authoritative	0.55	Positive / Substantial
Authoritarian	0.29	Positive / Low
Permissive	-0.08	Negative / Negligible
Neglectful	-0.14	Negative / Negligible

One of the measures of academic achievement is the learners GWAs. GWA is the average of grades in all subjects taken, whether passed or failed. It serves as an indicator of students' academic achievement in a given school year. (Velasco, 2007).

Relationship of Parenting Styles and Academic Achievement

Table 6

Parenting Styles and Academic Achievement of the Respondents
Table 6 shows that authoritative variable and academic achievement of the respondents got 0.55 value as a result of Pearson r which is interpreted as positive substantial. In authoritarian variable and academic achievement of the respondents got 0.29 value as a result of Pearson r which is interpreted as positive low correlation. In permissive variable got

the -0.08 value as a result of Pearson r which is interpreted as negative negligible. In neglectful variable a -0.14 as a result of Pearson r which is interpreted as negative negligible.

The results indicate that there is a positive substantial correlation between authoritative style and academic achievement. Positive low correlation exists between authoritarian style and academic achievement. Negative negligible relationship exists between permissive style and academic achievement. Negative negligible relationship exists between neglectful style and academic achievement.

Findings may imply how parents raised and disciplined their children and influenced how their child performs academically. Therefore, parents who are authoritative authoritarians have children who excel in school while parents who are permissive and neglectful have children who fall behind in their low performance in school.

Bacus stated that authoritative parenting styles were strongly associated to the learners' academic performance. It clearly stated that there is a relationship between what parenting style is being used by the parents in rearing and raising their children. (Bacus,2014). Children who are raised in Permissive Parenting Style are mostly unpredictable, disorganized, and they perform poorly on the academic tasks. They are usually the under achievers and mostly miss out on school compare to their authoritarian peers thus it leads to difficulties in learning and performance in school. (Consolata & Koech, 2016). Conversely, when parents used Neglectful Parenting Style, problems such as academic disengagement and misbehavior of the children are aroused. (Brown & Iyengar, 2008).

There is no secret formula in handling and rearing a

child. But the parent's way of guiding and supporting their children towards education can influence and help them in school achievement and the learners' own learning strategies. (Erden & Uredi, 2008).

Parental involvement is relevant to the school success of the children but it do really important and matter that parents are involved in the education of the children. He added that the schools that have strong parental involvement have benefits on the part of the children themselves. Thus, it resulted to the high academic achievement on the performance of them towards their schooling, have a better attendance. (Padgett, 2006).

Conclusions

Based on the findings of the study, the following conclusions were made.

1. The parenting styles got an over-all weighted means of 3.44 which is interpreted as agree.
2. The academic achievements of the respondents were 80-84 which is interpreted as satisfactory.
3. The general weighted average of the respondents was 83.27 which is interpreted as satisfactory.
4. There is a significant relationship between parenting styles and academic achievement of the learners.

Recommendations

Based on the conclusions, the following recommendations for future researchers are formulated:

1. It is recommended to determine how parenting styles affects

academic achievement of learners under different grade level.
2. It is also recommended to choose parents as the respondents of their study instead of learners.
3. The researchers recommended focusing on specific learning areas such as Filipino, English, Mathematics, Science, Makabayan, Heograpiya/Kasaysayan/Sibika (HKS), Edukasyon sa Pantahanan at Pangkabuhayan (EPP) and Musika, Sining at Edukasyon sa Pagpapalakas ng Katawan (MSEP).

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