Complexity in Managing Local Goverments in Selected Asean Countries

Editors:
Sukanya Aimimtham
Achmad Nurmandi

Editors: Sukanya Aimimtham & Achmad Nurmandi

Complexity of Managing Local Goverment in Selected Asean Countries

ISBN 978-602-6751-55-3

The Complexity of Managing Local Government in Selected ASEAN Countries

Editors:
Sukanya Aimimtham
Achmad Nurmandi

Asia Pacific Society for Public Affairs
A forum for exchange of ideas among practitioners and academics

The Complexity of Managing Local Government in Selected ASEAN Countries

First Edition, 2017
220 page (xii + 212 page) and 160 x240 mm
ISBN: 978-602-6751-55-3

Authors:

Orlando A. Batara, Ed. D., Pratumtip Thongcharoen,
Chanda Pearl B. Simeon, Marilou F. Siton Nanaman, Sulpecia L. Ponce,
Irene Estrada, Hamdan, Agus Muchsin, Vellorimo J. Suminguit,
Deanna R. Bandayanon, Xandelyn Racel R. Baena, Syarifan Nurjan,
Heru Kurnianto Tjahjono, Muhammad Nurul Yamin,
Manolita B. Olores – Regalado, Thidarat Suebyart

Editors:
Sukanya Aimimtham
Achmad Nurmandi

Cover & Layout:
Komar Yusuf

Special Copies, 2017
Printed on CV. Visitama Yogyakarta

Published by:
Asia Pacific Society for Public Affairs

CONTENT

LIST OF FIGURES

LIST OF TABLE

THEORETICAL REFLECTIONS ON DECENTRALIZATION POLICY

Associate Professor Sukanya Aimimtham, PhD[1]
Achmad Nurmandi, PhD[2]
[1] Head, Department ofPublic Administration,
Faculty of Humanities and Social Sciences,
Khon Kaen University, Thailand
[1&2] JK School of Government
Universitas Muhammadiyah Yogyakarta, Indonesia

Decentralization policy and autonomy is two terms used frequently in discussing the power relation between central government and local government. As a object of study in many disciplines, decentralization has been explored from public administration, economics, political science and sociology with diverse approaches. Those approaches may be public administration, social capital, local choice, decision space, new economic institutionalism (Bossert, 1998; Haziz, V, 2014), new public management (Gruening, G., 2001). (new economy sociology (Nee, 2008), and ethnicity politics (Ribot, J. C., 2002, Duncan, C. R., 2007). Basically, the practices of decentralization policy in many develop or developing countries have raised the new challenging theoretical implications. In short, the more diverse decentralization is applied, the more newer theoretical reflections or implications. Referring to Popperian on the new theory is problem based theory growth (Popper, K. R., 1959), the decentralization policy problem arises from his position that the truth content of our theories, even the best of them, cannot be verified by scientific testing, but can only be falsified. The advance of scientific knowledge is an evolutionary process:

$$PS_1 \rightarrow TT_1 \rightarrow EE_1 \rightarrow PS_2.$$

Dennis Rodinelly and Shabbir Cheema (1983) introduced decentralization policy approach in developing countries of World Bank Project. They did under public administration (PA) approach with delegation, devolution, deconcentration and privatization. However, PA approach can not be answer clearly why the different countries have different and diverse variation of delegation per se. Later on, in the medium of 1990s, social scientist tried to response to a given problem

public administration perspective (PS1), a number of competing conjectures, or tentative theories (TT) (Popper, K.R., 1959), are systematically subjected to the most rigorous attempts at falsification of decentralization policy from social capital approach based study of Robert Putnam in Italy. This theory try to explore why some local governments fail to implement decentralization policy and anothers have been successfully implemented from civic participation and norm support (Putnam, R. D., at al.,1994). This process, error elimination (EE), performs a similar function for science that natural selection performs for biological evolution (Popper, K.R., 1959). The next theories try to explore decentralization such as local choice, decision space, new economic institutionalism (Bossert, 1998; Haziz, V, 2014). The local local choice approach was developed by economists to analyze choices made by local governments using their own resources and intergovernmental transfers from other levels of government (Musgrave and Musgrave, 1989 in Bossert, 1989).

New public management movement introduced principal agency approach that positioned the central government as a principal and local authorities as an agents. This model is modified from private sector in which central government's role seems to be shareholder. Meanwhile decision space approach was developed in framework of public administration and local choice approaches (Bossert, 1989). The current approach is new economic institutionalism to study the complexity decentralization implementation in Southeast Asia countries, like Indonesia, Phillipines and Thailand (Hadiz, V.R. 2004).

The first paper; **The Martial Law in Polomolok 1972 – 1986: A Study of Its Effects to Local Government and Policies** is somewhat the author unveils a disturbing insight of political power, martial law, militias, land grabbing, extra judicial killing, and even cannibalism. It reflects the lawlessness of the Philippines during and beyond the dictatorial Presidency of Ferdinand Marcos from the early 1970's to the early 1980's. Failure of many agencies to support and uphold the rights of citizens, local government ignoring human rights abuse by the national government and large business interests, are all exposed. This paper explores decentralization from new institutionalism economic and sociology.

The Prototype Model of Collaboration in The Regional Development Planning in Mamuju District, Indonesia describes the collaboration between government and local stakeholders is examined in this article of regional development planning in Mamuju District, Indonesia. The government aims to reduce dependency and move the population towards self-sufficiency, over a period of time. It also indicates both the weaknesses and

strengths of the collaboration process in trying to find a consensus. The author discusses the three main stages of preparation, implementation, and formulation that are fundamental to the process from public administration approach.

The third paper; **Strengthening of Decentralization and Government Administrative Services at Indonesian Borderlands and Outmost Islands** ***(Study on Division of District in Eastern Seram Regency-Maluku Province)*** looks into the decentralization of government in Maluku Province, Indonesia leading to greater autonomy for the region. Various options are considered which may be suitable for the capability level of individual districts. Empowerment allowing flexibility to react to the real situation at the local level is the aim.

The next article entitled **Influence of Organizational Culture and Leadership Style to Work Satisfaction and Employee Performance in Institute of Local Administration (IPDN) Bukit Tinggi, Indonesia** investigates whether a falling number of students has a negative effect upon staff of the local administration institute (IPDN) in Bukit Tinggi, Indonesia. Issues of leadership and staff motivation are studied in order to ascertain the levels of satisfaction among educators at the institute.

The summary on **Assessing The Impact of House Rehabilitation Program to Poverty Alleviation in Riau Islands Province** considers the problem of housing poverty, that is the high cost of 'keeping a roof over your head" as a major part of an individual or families monthly budget. Indonesia launched a 'house rehabilitation program' designed to assist the very poorest families improve their living conditions. The paper studies the implications of both rural and urban household poverty and if the house rehabilitation program actually fulfills its aim of improving the living conditions of the poorest citizens.

From the **Evaluation of The Philippine National Aquasilviculture Program (PNAP) in Two Bays in Northern Mindanao,** you will notice that it attempts to discover the level of success of the PNAP program in Two Bays, Northern Mindanao, Philippines. The program involves integration of aquaculture with mangrove forestry. The paper considers the program in a number of aspects including environmental and social. The levels of education and support for the local participants in the program are discussed and improvements suggested.

The last two papers are **Socialization and Integrity Strategy: A Case Study of Local Government and Collaborative Entrepreneur and Collaborative Manager: The New Leadership Roles in Forming and Sustaining Local Government Collaboration.** The former looks

at the issues of integrity within local government in Thailand. Issues of accountability, competence (training), decentralization, and democracy are considered. It compares local government strategies in several European and Asian countries to the study targets in Thailand while the latter discusses the increase in collaboration between local government organizations in order to provide better, more efficient and cost effective services. The last article examines local government strategies in a number of countries which have led to consolidation of executive and management roles with strong belief that pooling scarce financial resources across borders at a local government level and 'entrepreneurial' cooperation can lead to improved and wider ranging services.

In final words, I am confident that this volume will be of benefit to those who are interested in the above and relevant issues and very useful for the impacted sectors the authors have been contributing to through their studies.

References

Duncan, C. R. (2007). Mixed outcomes: The impact of regional autonomy and decentralization on indigenous ethnic minorities in Indonesia. Development and Change, 38(4), 711-733.

Gruening, G. (2001). Origin and theoretical basis of New Public Management. International public management journal, 4(1), 1-25.

Popper, K. R., & Inc. Marquis Who's Who. (1959). Karl Popper. na.

Putnam, R. D., Leonardi, R., & Nanetti, R. Y. (1994). Making democracy work: Civic traditions in modern Italy. Princeton university press.

Ribot, J. C. (2002). African decentralization: local actors, powers and accountability. Geneva: UNRISD.

Hadiz, V. R. (2004). Decentralization and Democracy in Indonesia: A Critique of Neo-Institutionalist Perspectives. *Development and Change*, *35*(4), 697-718.

BASIC EDUCATION CURRICULUM IN THE DIVISION OF ILOCOS SUR, PHILIPPINES

ORLANDO A. BATARA, Ed. D.
Bataraorlando@yahoo.com
Ilocos Sur Polytechnic State College
Sta. Maria, Ilocos Sur, Philippines

ABSTRACT

This study aimed to appraise the status of the Basic Education Curriculum (BEC) in the Division of Ilocos Sur along the following dimensions: goals and objectives; relevance of curriculum; competence in the use of teaching methods/approaches/strategies; adequacy of equipment and instructional materials; problems encountered; administrator performance; and teachers' performance.

In this study, the personal and professional profile of administrators and teachers were likewise looked into. The personal and professional factors considered were position, length of service, length of administrative experience, salary, number of management trainings attended, awards/recognition received, membership in organization, age, sex, educational attainment, area of specialization, number of years teaching area of specialization, salary, and relevant training/s attended.

Goals and Objectives. Both of the administrators and teachers assessed the objectives of the BEC as "High" (3.80).

Relevance of Curriculum. The BEC as a whole is "High" (3.84).

The administrators and teachers are "Highly Competent" in using varied methods/approaches/strategies in imparting knowledge, skills and attitudes to the pupils.

Adequacy of equipment and instructional materials. They are assessed as "fairly adequate" (2.86).

Problems encountered. "Moderately pressing" (2.86)

Performance of the administrator-respondents. The overall mean rating was 8.46 with "very satisfactory" as a descriptive rating.

Performance of the Teacher-respondents. The overall mean rating was 8.22 with "very satisfactory" as a descriptive rating.

The pupils' achievement was "Very Satisfactory" level with an overall mean rating of 85.68.

There was a significant relationship between the pupils' achievement and the attainment of goals and objectives (r=.046), competence in the use of teaching methods/approaches/strategies (r=.058) and teachers' performance (r=.041).

Among the activities undertaken to implement the BEC, Seminar (1400 or 57.8%) is ranked first while action research (26 or 1.1%) obtained the last rank.

Some problems were identified in the implementation namely: lack of trainings on management and leadership for the administrators; only few teachers pursued graduate studies; giving of teaching assignment to teacher was not suited to their area of specialization although some teachers in the elementary are generalist; lack of teachers' training; and, insufficient supply of equipment and instructional materials.

Key Words: Basic, Education, Curriculum

INTRODUCTION

An overcrowded curriculum can hinder or delay the development of lifelong learning skills as coverage of the subject matter tends to take priority over in-depth learning.

The curriculum serves as the core of educational efforts where the field draws a wide range of thinking about the complex, interrelated, and interacting phenomena that it involves. Every educational system is ultimately assessed in terms of curriculum or curricula. When a system's values are challenged, its goals criticized on its subject offerings praised or condemned, it is the curriculum that occupies center stage. As Garcia (1973) has said:

"The curriculum is the heart of education. It is "life sources" which to a significant extent determines the success or failure of an educational system. It is thus not surprising that both educator and layman dwell on issues which revolve around the curriculum whenever they stop on where the educational system is headed."

The Department of Education (DepEd) curriculum stands on the conviction that functional literacy in its comprehensive meaning is the ability that is most essential for learning in this new world. Filipino learners who attain functional literacy will have acquired sufficient self-discipline, which can lead to sustainable accomplishments with our people's innate adaptability to change. Filipino learners can do self-regulated learning, and with enough motivation, they on their own can seek sources of knowledge, read instructional materials, and conduct explorations on other subject matters or topics that interest them.

The curriculum aims at empowering the Filipino learner to be capable of self-development throughout one's life and to be patriotic, benevolent, ecologically aware, and Godly. This overall aim entails the acquisition of life skills, a reflective understanding and internalization of principles and values, and the development of the

person's multiple intelligences. Thus in the restructured curriculum, training in life skills, the identification and analysis of values, and the recognition of multiple intelligences permeate all the learning areas.

The design of the curriculum is based on the principle that there are two main sources of reliable and meaningful knowledge for contemporary basic education: expert systems of knowledge and the learner's experience in his/her context. The curriculum has been restructured so that these two main sources will interact with one another reciprocally, and in this sense, the restructured curriculum is an interactive one.

This curriculum promotes more mutual interaction between students and teachers, between students themselves (collaborative learning), between students and multi-media sources, and between teachers of different disciplines. Also, what makes this curriculum interactive is the use of information technology and greater emphasis on computer literacy in all learning areas in every area in every school where equipment is available.

The task of curriculum development is never-ending, dynamic, and enormous task. It is a cycle that starts with curriculum planning, and moves on to curriculum development, curriculum implementation, and curriculum evaluation.

The ideal teacher for the interactive curriculum is not the authoritarian instructor but the trustworthy facilitator or manager of the learning process. She is not somebody on whom learners always lean but somebody who gradually rids them of the tendency to lean. She enables learners to become active constructors of knowledge and not passive recipients of information.

STATEMENT OF PROBLEM

This study assessed the Basic Education Curriculum in the Division of Ilocos Sur, Philippines. Specifically, the study answered the following:

1. What is the profile of the school administrators and teachers in the public elementary schools in terms of the following:

A. Administrator-Related Factors

1. position,
2. length of teaching service,
3. length of administrative experience,
4. monthly salary,
5. number of management trainings attended,
6. number of awards/recognition received; and
7. membership in organization?

B. Teacher-Related Factors

1. age,
2. sex,
3. civil status,

4. educational attainment,
5. area of specialization,
6. no. of years teaching area of specialization,
7. position,
8. monthly salary,
9. length of service; and
10. trainings attended on BEC?

2. What is the status of the Basic Education Curriculum in the Division of Ilocos Sur along the following:

a. goals and objectives,
b. relevance of the curriculum,
c. competence in the use of teaching methods/approaches/strategies
d. adequacy of equipment and instructional materials,
e. problems encountered,
f. administrators' performance; and
g. teachers' performance?

3. What is the level of pupils' achievement in the public elementary schools in the division of Ilocos Sur?

4. Is there a significant relationship between the pupils' achievement and the following factors:

a. administrator-related factors; and
b. teacher-related factors?

5. Is there a significant relationship between the pupils' achievement and the status of the Basic Education Curriculum?

6. What are the activities undertaken to implement the Basic Education Curriculum?

Conceptual Framework

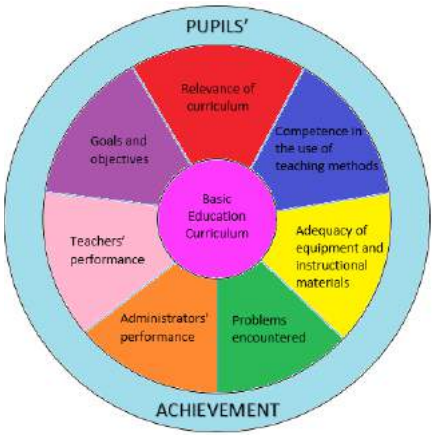

Figure 1.1. Conceptual Framework

The research paradigm as shown revolves on the appraisal of the status of the BEC in the Division of Ilocos Sur along the attainment of goals and objectives, relevance of the curriculum, competence in the use of teaching methods/approaches/strategies, adequacy of equipment of instructional materials, problems encountered, administrators' performance, and teachers' performance. It is posited in the study that the pupils' achievement is related to the status of the BEC.

Related Literature

Republic Act 9155 otherwise known as the Governance of the Basic Education Act of 2001 mandated for the Restructured Basic Education Curriculum Reform 2002, translating subjects and activities of what in point are relevant and quality education

as it shall promote holistic growth of pupils, enabling them to acquire the core competencies and to develop the proper values and attitudes.

The Governance of Basic Education Act of 2001 provides the general goal of basic education: to develop the Filipino learners by providing them basic competencies in literacy and numeracy, critical thinking and learning skills, and desirable values to become caring, self-reliant, productive, socially aware, patriotic, and responsible citizens.

As cited by de Jesus (2004) basic education can transform the Philippines into a great nation and that education can be a great equalizer by creating opportunity developing skills, and building competence and capability for the school children.

Lockheed and Levin (1991) stated that the teachers who are the key curriculum planners should exert more effort to implement the intended curriculum adequately, to develop/use innovative instructional materials, to maximize the use of increase learning time and to get actively involved in developing effective teaching process.

Lardizabal (1988) suggested that method is good if it utilizes the principle of "learning by doing". Since one learns through self-activity, provision should be made for direct experiencing. Activities should be planned so as to give children opportunities for doing, reacting and undergoing.

According to Quibol (1983) the major problem in the implementation of the program is limited budget and supplies of instruction as revealed by the teacher respondents.

Barcena, as mentioned by Apolinar (1982), expressed his ideas on the importance of materials and equipment. He avers that materials are inputs for more effective learning. Relative to this, learning environment should be provided with necessary facilities by the school authorities so that quality education may be achieved. Teachers find difficulty in laboratory classes due to inadequacy of supplies, materials and equipment needed in teaching different units.

Bandas (1985) conducted a study on the implementation of the New Elementary School Curriculum (NESC) in the Division of Mountain Province. She found out that the most pressing problems in elementary were lack of workbooks, textbooks, teaching aids and devices, facilities and equipment, preparing appropriate and adequate development activities congruent with lesson objectives, infusing values in every lesson and using mastery learning approach in all learning areas.

On the other hand, Gado (2003) pointed out that some problems affecting the implementation of the

BEC were "fairly serious" which means that teachers have to be trained more and that instructional manuals should be made available for the teachers to use.

Gregorio (1967) pointed out ten methods namely, 1) Presentation, 2) Demonstration, 3) Reading 4) Drama 5) Discussion 6) Cases 7) Graphics 8) Playlikes 9) Gaming 10) Learner's Directed Inquiry.

According to Anders as mentioned by Barcena (1982), audio-visual materials are educational aids that work primarily through the senses especially hearing and seeing. Visual aids include display boards, models, and mock-ups, overhead transparencies, photographs, drawings and slides. The findings of Anders was further supported by Mangkarotai (1986) for he recommended that "tools and equipment in teaching the subject should be provided and to have more for actual use." Hands-on activities will further visualize and conceptualize abstract ideas which are believed to be more effective in imparting the lessons. Pupils get fascinated with the tools when they themselves experience manipulating.

Equipment and materials, according to Ainley (1987) constitute an important element of the physical environment for teaching. Two views were advanced by Ainley concerning two ways in which physical environment influence pupil learning; (1) changes in the physical environment could change behavior by removing impediments to activities which are considered desirable but not feasible; (2) changes in the physical environment could cause changes by suggesting possibilities which have not been previously imagined.

Corey and Dale (1984) give emphasis on the teacher's decision on audio-visual materials for instruction. According to them, teachers are right to be concerned about having ready access to rich and varied collections for instructional materials, equipment and services. They understand how much resources influence both the nature and quality of their student's work.

Gapate (2004) revealed in her study that the problems encountered were "slightly serious" on the lack of materials, lack of references or supplementary materials, and teachers' indifference.

In Garcia's (1984) study, the findings showed that almost all the school administrators and the teachers have expressed favourable opinions on the administrative practices of "rating the performance of teachers" and setting goals and objectives of the school with the participation of teachers, pupils and parents. On the planning function, school administrators have appraised all the teachers, "Very satisfactory." On

the organizing function, both school administrators and teachers have appraised almost all the teachers as "Very Satisfactory." There is a substantial disagreement between the appraisal of the school administrators and teachers on the administrative practices. There were favorable opinions on the item regarding the planning and evaluating functions.

Umali (1990) conducted a study on " Leadership Styles and Selected Factors in the Work Environment: Inputs to a Human Resource Development Program," and concluded that the Secondary School Administrators of Pampanga have their best performance on the component in planning and organizing work followed by the component on community relations. Their lowest performance score is on the components and accuracy in submitting reports.

Fernandez (1989) claimed that teachers are the pillars of the educational system. He further expressed that the quality of teachers determines the standard of the school. Along this line, teachers should always be updated with the educational innovations to maintain, if not reach for the better, their performance, instructional skills, and classroom management.

Camacho (1995) demanded that educational institutions as organizations can be effective if its teachers as members of the organization are to perform toward the achievement of the institutional goal. Teacher's performance therefore, demands evaluation.

Reotutar (1996) stressed that staff development in the school setting implies a program for promoting the professional and personal growth of staff members so that they can improve the teaching learning opportunities for students. A wide variety development programs is provided by different schools.

Esmena (1991) recommended for the school administrators to guarantee fair assessment of their teacher's performance by constantly motivating them, and should make their strategies adoptive to present situation and their self-development in their profession.

Doctor (1991) in her master's thesis has the following recommendations as far as teacher's performance is concerned:

-Continuous in-service education program should be implemented to sustain the teacher's teaching effectiveness. These two were rated average only should be encouraged to grow professionally to improve themselves.

-The criteria used in teacher's teaching effectiveness should be discussed fully aong the administrators, teachers and students so that they will have a common frame of reference.

- The guidelines in the use of Performance Appraisal System for Teachers should be reviewed and the entire educational sector should be involved by asking feedbacks from the field.

-Teachers should utilize varied and appropriate teaching strategies to improve student's academic performance and they should identify student's strengths and weaknesses in their particular subjects and be flexible in their methods and style.

Maquizo (1984) discussed that administration and supervision of teachers, the school plant, and such other activities that are related to curriculum making and student development.

In a study conducted by Bernardez (1983) on the "Management Practices of Secondary School Principals in Cabanatuan City as viewed by Teachers and Administrators themselves and their Implications to Administration and Supervision," the following were revealed:

1. The Secondary School Principals were comparatively middle aged and mostly women.
2. Age, sex, civil status and supervising experiences do not influence the management practices of principals.
3. The management practices of the principals in either the public and private schools do not vary.

The study of Refuerzo (1985) showed that the teacher has always been expected to prepare the young people to become useful, upright and active citizen in the community. His study conformed to the mission-vision of the Basic Education Curriculum.

In the study of Dulay (1991), she found out that educational qualifications and age were very important factors in affecting the preparation of the teachers. It also found out that educational qualifications of teachers had a highly significant relationship with overall implementation.

Permpol (1985) stated that faculty who had been in the service became better teachers because of their rich accumulated experience in the subject matter.

Biquero (1978) stated in her study that a teacher was expected to grow with his years in the teaching service: experience, exposure, idea sharing with other teachers, knowledge and skills gained and in-service trainings. Suggestions given by the schools officials contributed to the upgrading of his/her competence in teaching.

Menguito (1993) conducted a study to determine the relationship of educational attainment with successful performance. She found out that those who had higher education tend to be more effective than those who had lower educational attainment.

Arellano (1995) stressed that what students need are good, competent, professional and dedicated educators and not teachers who in their experience in the academic community, have become ineffective, bored teachers who blame students to cover up in their inefficiency. Students likewise do not need teachers who, in their own domestic environment, are not loved and cared for, resulting in tyrants in classes who belittle and insult students openly.

Alkin (1971) as cited by Duro states that product phase of evaluation determines whether or not the objectives have been attained. This phase often includes analysis of strengths and weaknesses with recommendations for future modifications if appropriate. Product evaluation is also often extended to assess terms effects, its main objective being to ascertain the extent to which the program has met the needs of the group it is intended to serve.

Methodology

This section presents the research design, sources of data, population, scoring and statistical analysis of the data that was gathered in the study.

Research design. This study employed the descriptive-correlational method of research.

Population. Total enumeration of the 358 administrators and 2,516 teachers in the first and second Congressional Districts of Ilocos Sur were used as respondents of the study.

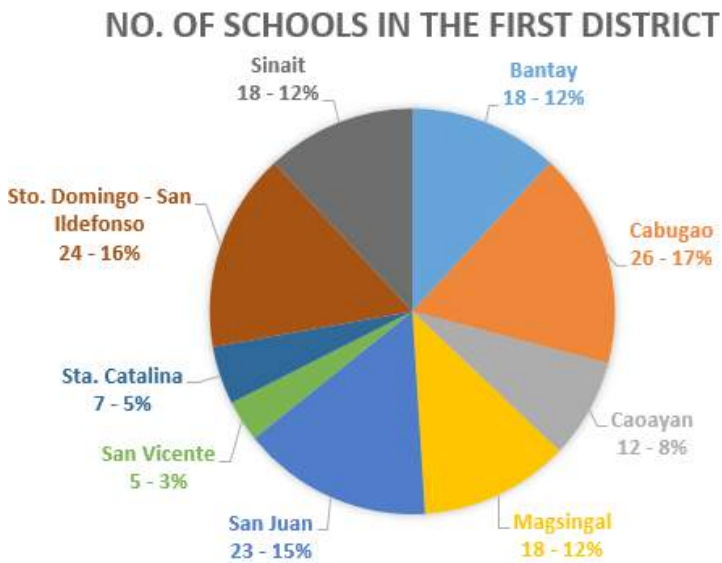

Figure 1.2. Distribution of Respondents by Districts and Schools

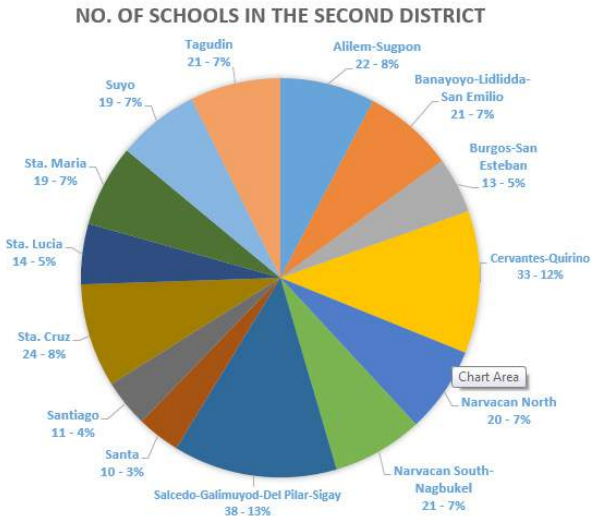

Figure 1.3. Distribution of Respondents by Districts and Schools

Data Gathering Instrument. The questionnaire served as the principal means of collecting data. It was administered to the administrators and elementary teachers in the Division of Ilocos Sur.

Data Gathering Procedure. Before the administration of the questionnaire, a letter request was sent to the Schools Division Superintendent of Ilocos Sur asking permission to allow the researcher to conduct his study in the elementary schools in the division. Immediately after the approval of his request, he administered the questionnaire to the respondents. Actual collection of data followed and retrieval of questionnaire was done.

The researcher conducted documentary analysis. Data on administrator's performance, teachers' performance and pupils' academic result were gathered through the record of the school submitted to the Department of Education, Division of Ilocos Sur.

Statistical Treatment of Data. All collected data were properly tabulated and analyzed:

1. Frequency and percentage were used to determine the number of responses or to establish the distribution of schools along teacher and administrator-related factors.
2. Mean was utilized to describe the status of the BEC.
3. Simple Correlation Analysis was utilized to determine the relationship between the pupils' academic achievement and the following factors: administrator-related factors and teacher-related factors and the relationship between the pupils' achievement and the status of the BEC.

Result and Discussion

1. Assessment of the Basic Education Curriculum along the following:

Goals and Objectives

The goals and objectives of the BEC were achieved at a High Level. This is based on the computed overall mean rating of 3.80. As a whole, among the goals and objectives of the program, the 4th objective "To teach basic health knowledge and the formation of desirable health habits and practices" obtained the highest mean (4.01) while the 7th objective "To develop critical and creative thinking through responsible judgment on current issues and concerns" garnered the lowest mean (3.61). The findings suggest that the administrators and teachers could well improve teaching competency level along critical thinking not from textbooks alone but from practical experiences which may help integrate concepts to daily living and process relevant knowledge, skills and attitudes.

Relevance of the Curriculum

The curriculum of the BEC as a whole, is implemented at a "High" level. Item 3 "Objectives are geared towards acquisition of knowledge, skills and attitudes" (3.93) has the highest mean rating, while item 5 "The pupils have sufficient activities for mastery of both contents and skills" (3.74) got the lowest mean. The BEC aims to provide pupils' activities in order to arouse their interest to learn and to acquire knowledge, skills, and values, therefore, the curriculum maximizes in the learning activities of the pupils.

This is the consistent concept of Lockheed and Levin (1991), that the teachers are the key curriculum planners, they should exert more effort to implement the intended curriculum adequately, to develop/use innovative instructional materials, to maximize the use of increase learning time and to get actively involved in developing effective teaching practices.

Competence in the use of teaching methods/approaches/strategies

The administrators' and teachers' competence in the use of teaching methods/approaches/strategies was evaluated as "High" with a mean rating of 3.41. This finding is similar to Gapate' (2004) finding that the teachers' competencies in the use of teaching methods/approaches/strategies was evaluated as "High" with a mean of 3.99. Reading, Presentation Method and Demonstration Method are most commonly and competently used by the administrators and teachers for they are rated "Highly Implemented" as supported by mean ratings of 3.75, 3.73, and 3.72, respectively. On the other hand, the following methods/approaches/strategies were

used at a "Moderately Competent" level: Drama, and Data Retrieval Chart have the same mean ratings of (3.13), followed by Cases (3.11). Fieldtrips got the lowest mean (2.84) which is similar to Manzano's findings (2003) that fieldtrips as a method of teaching got the lowest mean rating of 2.94, and still described as "Sometimes used". Therefore, this implies that the administrators and teachers were efficient in their execution of suggested methods/ approaches/ strategies that helped improve pupils' performance, based on their means, although at a "Highly Competent" level could still be achieved through the provision of adequate instructional materials and funds or resources.

Adequacy of Equipment and Instructional Materials

Equipment and instructional materials in teaching subjects are assessed "Fair" (2.76). Among the equipment and instructional materials mentioned with the highest mean are items 5 and 6, "Pictures and Flashcards" with mean ratings of 3.91. These flashcards and pictures are commonly used as they can be made easily utilizing their personal resources. The item with lowest mean rating of 1.81 describes as "Poorly Inadequate" is item 16, "Overhead projector". This gadget is available in the district offices only and is used during seminars. This finding contradicts Lazo's findings (2003) that the overhead projector is very common equipment in the schools. The findings imply that most of the schools in the Division of Ilocos Sur have met the minimum requirements prescribed by the Dep Ed on the equipment and instructional materials. Although some of the items were "Poorly Inadequate'. There is a need therefore to look for some means to provide adequate teaching materials to enhance higher level of attainment of the objectives of the program.

Problems encountered

The administrators and teachers find the problems they encounter "Moderately Pressing" (2.86). Moderately serious problems are: inadequate prototype lesson plans; poor ventilation and lighting of the classrooms; lack of time in preparing the activities; difficulty in fusing values in every content lessons; inadequate supply of equipment and facilities; and limited knowledge of the BEC. Pressing problems along this line include: lack of reference or supplementary books; lack of workbooks; and, inadequate Audio-Visual Arts. Instructional materials are main hindrances to the full implementation of the BEC. According to Gregorio (1974) as cited by Manzano (2003), effective

teaching requires a rich environment and instructional materials and devices. Instructional materials and devices will challenge the attention of the learners, stimulate thinking and facilitate understanding which makes learning more meaningful.

Level of Pupils' Achievement in the Division of Ilocos Sur

The elementary pupils in the Division of Ilocos Sur have "Very Satisfactory" level of achievement. In the first congressional district, District No. 3 (Caoayan District) earned the highest achievement score of 87.88, District No. 6 (San Vicente) was second with achievement score of 87.17 and District No. 2 (Cabugao District) was third with achievement score of 86.23. Caoayan District had the highest achievement score and was also rated high in the status of the BEC. Therefore, the status of the BEC has greater effect on the achievement scores of the pupils. District No.4 (Magsingal District) got the lowest achievement score of 83.66. However, all the districts rated "Very Satisfactory" in their pupils' achievement.

In the 2nd Congressional District, District No. 5 (Narvacan North District) obtained the highest achievement score of 86.89, District No. 12 (Sta. Maria District) with the second achievement score of 86.65, and District No 11 (Sta Lucia District) is the third with achievement score of 86.55, while District No. 2 (Banayoyo- Lidlidda-San Emilio District) garnered the lowest achievement score of 83.91. All the districts in the second congressional district are "Very Satisfactory". It shows that pupils in the upland schools did not show good performance in their achievement. This is an indication that the farther the schools, the tendency that pupils will perform slow because disseminating information is lacking.

Activities undertaken to implement the BEC

Seminars (1400 or 57.8%) got the highest rank, followed by workshops (250 or 10.3%) and trainings (202 or 8.3%) respectively. The findings agree with the observation that these activities are essentially enhancement used for the teaching skills, strategies and other related programs and commonly used by teachers which are contributory to the improvement of quality education in the public elementary schools. Action research (26 or 1.1%) ranked at the bottom. This finding implies that this is not so much utilized in the teaching process and only master teachers are obliged to make action research because it is one of their functions, a great help in finding solution to problem encountered by the learners in the classroom learning. However,

classroom teachers should also conduct action researches for the realization of school objectives or purposes. This implies further that classroom teachers should be trained in conducting action research or other researches.

Findings

1. Status of the BEC

- Goals and Objectives. Both of the administrators and teachers assessed the objectives of the BEC as "High" (3.80).
- Relevance of Curriculum. The BEC as a whole is "High" (3.84).
- Use of Teaching Methods/ Approaches/Strategies. The administrators and teachers are "Highly Competent" in using varied methods/approaches/strategies in imparting knowledge, skills and attitudes to the pupils.
- Adequacy of equipment and instructional materials. They are assessed as "fairly adequate" (2.86)."
- Problems encountered. "Moderately pressing" (2.86)
- Performance of the administrator-respondents. The overall mean rating was 8.46 with "very satisfactory" as a descriptive rating.
- Performance of the Teacher-respondents. The overall mean rating was 8.22 with "very satisfactory" as a descriptive rating.

2. Level of Pupils' Achievement

- The pupils' achievement was "Very Satisfactory" level with an overall mean rating of 85.68.

3. Significant relationship between the pupils' achievement and status of BEC

- There was a significant relationship between the pupils' achievement and the attainment of goals and objectives (r=.046), competence in the use of teaching methods/approaches/ strategies (r=.058) and teachers' performance (r.041).

4. Activities undertaken to implement the BEC.

- Among the activities undertaken to implement the BEC, Seminars (1400 or 57.8%) shows the first rank while action research (26 or 1.1%) obtained the last rank.

Conclusions

1. The variables in assessing the status of the BEC were rated "High" in the attainment of goals and objectives, relevance of the curriculum, and competence in the use of teaching methods/approaches/strategies. Further findings indicated that adequacy of equipment and instructional materials were found out to be "Fairly adequate", and problems encountered was rated

"Moderately pressing". On the other hand, the performance of the administrator-respondents and teacher-respondents were both at a "Very satisfactory" level.

2. The pupils' achievement in the public elementary in Ilocos Sur were rated as "Very Satisfactory".
3. There was a significant relationship between the pupils' achievement and the BEC status indicators such as attainment of goals and objectives, competence in the use of teaching methods/approaches/ strategies and teachers' performance.
4. There are activities accordingly undertaken to implement the BEC such as seminars, workshops, trainings, remedial teaching, remedial reading, cooperative learning, collaborative learning, demonstration teaching, study sessions and action research.

Recommendations

1. Audio-visual equipment and instructional materials should be provided to arouse pupils' interest to learn more. More funds for the purchase of these should be provided. Administrators and teachers should continue to make varied materials that are practical but functional. Conducting popularity contests, raffle draws, and soliciting donations for well-to-do families in the community and from graduates and friends abroad will greatly help.
2. Considering that the administrators and teachers' performance is generally very satisfactory, they should continue working for outstanding performance.
3. Likewise, the pupils' achievement should also be improved towards the outstanding level.
4. More action researches should be conducted by classroom teachers, not only by master teachers, since they are in the position to feel and observe the pupils' problems, needs, and behavior in the classrooms.
5. It is further recommended that a continuing reassessment on the quality of education in terms of performance and other variables for a higher standard educational system be conducted.

Literature cited/appendix

A. Books

Aquino, Gaudencio V. 1995. Educational Administration: Theory and Practice. Quezon City Alemar's Phoenix Publishing House Inc.

DECS Service Manual 2000

Gregorio, Herman C. 1976. Principles and Methods of Teaching. Quezon City Revised Edition. Garotech Publishing

Lardizabal, A. S. et. al. 1982. Methods and Principles of Teaching. Manila Alemar Phoenix Publishing House Inc.

Ornstein, A. C., Strategies for Effective Teaching. New York: Harper Collins Publishers, Inc. 1990.

B. Periodicals/Journals

Handbook. 2002 Basic Education Curriculum

Primer on the 2002 Basic Education Curriculum, 6th Draft. Department of Education. Dep Ed Complex, Meralco Ave., Pasig City

C. Unpublished Materials

Alkin, Marvin C. "A Theory of Education" Center for Study of Evaluation. UCLA Graduate School of Evaluation, Los Angeles, California (August, 1971)

Alzate, Candelaria B. "Predictors of Pupil's Performance in the National Elementary Test of Cordillera Autonomous Region and National Capital Region. An Evaluation. Unpublished Dissertation. University of Northern Philippines 1977.

Duro, Teresita L. "Implementation of the New Elementary School Curriculum in Salcedo District: An Assessment. "Unpublished Master's Thesis, UNP, Vigan City 1993.

Gapate, Maria Teresita R. "Status of the Teaching Makabayan in San Vicente District, Division of Ilocos Sur' Unpublished Master's Thesis. UNP, 2004.

Guerrero, C. "School Variables and Pupil's Achievement" Unpublished Doctoral Dissertation, University of the Philippines, Diliman, Quezon City, 1987.

Pangan, A. M. "The Elementary Grades Teachers of the Division of Pampanga for the SY 1975-76. Their Performance Profile" Unpublished Doctoral Dissertation. Saint Louis University, Baguio City, Philippines, 1976.

D. Documents

Dep Ed Order No. 37 s. 2003. Implementing Guidelines for the BEC (Elementary)

(Enclosure No. 1 Dep Ed Order No. s. 2003)

THE DOCTORAL CURRICULUM OF PUBLIC ADMINISTRATION IN ASEAN: SIMILARITIES AND DIFFERENCES BETWEEN THAILAND AND MALAYSIA

Pratumtip Thongcharoen
yim.thongcharoen@gmail.com
The Faculty of Humanities and Social Sciences,
Suratthani Rajabhat University, Thailand

Abstract

In 2013, the researcher had a site visit and attended a research exchange program at the Universiti Sains Malaysia for 4 months between September and December. The scholarship was funded by Office of the Higher Education Commission (OHEC). During the visit, the researcher had an opportunity to conduct an in depth interview with Prof. Dr. Ahmad Atory Hussain regarding a topic of PA curriculum in Malaysia. The results of the interview revealed that in Malaysia, Public Administration was just placed under a big umbrella of Political Science because in higher education in Malaysia Public Administration is seen, as Woodrow Wilson referred to in his article, in the role and status of "implementation" while Malaysia scholars view Political Science as "science" although Public Administration was dichotomy from Political Science since the first paradigm by Nicholas Henry. On the other hand, in Thailand, Public Administration is a popular curriculum that has been included in most higher education institutions. Although Malaysia is equipped with plenty of universities both local universities and the leading ones, only a few universities have started their PA doctoral degrees such as University of Malaya (UM.), Universiti Utara Malaysia (UUM.), and University of Mara. All universities in Malaysia provide a doctoral degree in "Doctor of Philosophy" (Ph.D.) while in Thailand various doctorate titles are awarded. In addition, Prof. Dr.Ahmad Atory Hussain confirmed that the education plan in Malaysia covers a long period of 20 years whereas in Thailand a long-term education plan has never been set up. Particularly, Dr Mahadi Mohamad, the former prime minister of Malaysia, expressed his wish in vision 2020 to see Malaysia becoming a developed country within 2020 as cited in AEC Insight episode 61 and 62 by Kasemsant Weerakul. The statistics from various sources also pointed out that Malaysia will reach their goal in 2018, following the effective policy "1 Malaysia, People First, Performance Now" by Najib Razak, Malaysia's current prime minister. On the contrary, Thailand is undergoing extensive national reforms in 11 governmental functions including education and the ASEAN community is waiting to see which direction Thailand is taking after the reforms.

Key Words: Doctoral Curriculum, Public Administration

INTRODUCTION

The ASEAN community was established in 1967 but streams of collaboration of ASEAN countries seem to have just started. The ASEAN community collaboration has covered various aspects of our society socially, economically and academically. Thailand and Malaysia are neighbouring countries and are both in the ASEAN community. The two counties have had close collaboration, particularly in learning and education. This article is a fruitful result of collaborative work of an exchange learning between Thailand and Malaysia, which allows to have a better understanding of similarities and differences between doctoral curriculums of Public Administration (PA) in Thailand and Malaysia.

The researcher had opportunities to participate in the research exchange programme *"the 2013 Thai-ASEAN Student Exchange Program Scholarships (Phase II)"* for 4 months (September and December 2013) at the School of Social Sciences, Universiti Sains Malaysia. The project was supported by Office of the Higher Education Commission (OHEC). The activity allowed us to investigate Public Administration curriculums between Thailand and Malaysia in the big umbrella ASEAN Community with the slogan *"One Vision, One Identity, One Community."*

The results of the study will benefit scholars, Thai higher education institutions, and governmental agencies to better plan, develop and manage Public Administration curriculum in Thai Higher Education Institutions, scholarships, a holistic database, doctoral degree research interests and topics, as well as policy making. In order to identify similarities and differences of Thai PA and Malaysia PA, contexts, paradigms, theories, methodologies, innovations, and problems will be discussed in detail. The results of this study are hoped to serve as basis for other countries in the ASEAN community in PA education.

RESEARCH OBJECTIVES

1. To study and compare contexts of PA both in Thailand and Malaysia.
2. To study and compare paradigms, theories, methodologies, and innovations of PA both in Thailand and Malaysia.
3. To study and compare problems and solutions of PA curriculum and management both in Thailand and Malaysia.

RESEARCH METHODOLOGY

The researcher used "mixed methods", as referred by Creswell and Plano (2011) based on qualitative research, which consisted

of documentary research, in-depth interview and observation.

A doctoral dissertation by Thongcharoen (2014), who analysed 155 doctoral dissertations between 1982 and 2012 from 7 higher education institutions in Thailand[1],was studied as part of documentary research to gain a broader perception of PA in Thailand. The dissertation was limited to "Thai curriculum" without covering "International curriculums". Moreover, the higher education institutions used in the study were those within the Office of the Higher Education Commission (OHEC). The study did not cover doctoral dissertations published by autonomous Universities and private Universities. The results of Thongchareon (2014a) found only 3 doctoral titles related to PA curriculums which studied by Kongritrajun (2007a), Leelakitpaisarn (2009a), and Nilthongkum (2010a).

For Malaysia PA curriculums, the researcher collected data from an in-depth interview of the two experts; Ahmad Atory Hussain[2], and Mohamad Zaini Bin Abu Bakar[3] as recommended by Nor Malina Malek[4], as well as an interview with Thai students, Sakkarin Nonthapot[5] and Hassuna Saiyakul[6], who were studying at Universiti Sains Malaysia (USM) in September 2013, and Koravidh Kohklang[7], who was studying at Universiti Utara Malaysia (UUM) in October 2013. The interviews with the Thai students were carried out via "line application" and "Facebook", the innovations for communication in globalization and Knowledge Base Society(KBS).

To be able to fully analyse and synthesise in "Holistic" and "State of the Art" (Suttawet, 2009a)[8] of Thai PA curriculums, the researcher also reviewed literature about Thai

[1] Burapha University, Eastern Asia University, National Institute of Development Administration, Ramkhamhaeng University, Suan Dusit Rajabhat University, Surin Rajabhat University, Ubonrachatani University

[2] Prof.Dr, Lecturer of the school of Social Sciences, Universiti Sains Malaysia.

[3] Dr., Deputy Dean for Academic Affairs, Lecturer of the school of Social Sciences, Universiti Sains Malaysia.

4 Dr., Dean, Lecturer of the school of Social Sciences, Universiti Sains Malaysia.

[5] Ph.D student, Economic Development, School of Social Sciences, Universiti Sains Malaysia, a lecturer at Khon Kaen University, Thailand

[6] Undergraduate student, Political Science, School of Social Sciences, Universiti Sains Malaysia, interviewing by social network as line application and Facebook.

[7] Ph.D student in Public Management, College of Law Government and International Studies, Universiti Utara Malaysia (UUM.)

[8] State of the Art is a special technique was used for this studying. Suttawet (2009) referred in his individual research in 1998 that a scope of State of the Art was larger than general literature review because it covered surveying, investigation, description, explanation, prediction, and evaluation. Particularly, evaluation is the highest level of studying by using State of the Art technique in which most scholars find it is difficult to achieve. Therefore, general academic tasks were often achieve a lower level than evaluation such as "surveying", which was used in this study. Moreover, regarding the important principles of "State of the Art", Suttawet pointed out that there are some major components; general contexts, paradigms, theories, methodologies, innovations, problems, discussions and suggestions.

PA curriculums from the leading universities[9] in social sciences, including private universities, and a group of Rajabhat Universities. After that, data and information were integrated to compare Thai PA and Malaysia PA using "Meta-Analysis". Finally, the results of the study were given to Thai and Malaysia PA experts to review based on Norman's triangulation-based framework (1970).

RESULTS AND DISCUSSIONS

In this section, a comparison between Thai PA curriculums and Malaysia PA curriculums in terms of backgrounds, the popularity of PA courses to students, faculties or schools which offer PA curriculums, number of credits, office hours, grades, and associations will be discussed. Then, it will be followed by a discussion of paradigms, theories, methodologies, innovations, and problems of PA curriculums and management.

Objective 1: To study and compare contexts of PA both in Thailand and Malaysia.

Laohavichien (1986: 1-55) states that in Thailand, Public Administration was used for the first time at Civil Service College of King Chulalongkorn since 1899 (117 years ago), just over ten years after Public Administration was introduced in America. When Chulalongkorn University was established in 1916, PA was included in the curriculum. In 1934 the faculty of Political Science at Thammasat University also included PA in their curriculum. In 1955, with the support from the US government, Thammasat University founded the faculty of Public Administration. National Institute of Development Administration (NIDA) followed in those footsteps in 1966. In 1984 NIDA launched its PA doctoral curriculum, which was the first PA doctoral programme in Thailand. However, many well-established Thai High Education Institutions have concentrated on teaching and researching in Public Administration both in the bachelor's degree level and master's degree level but very few institutes offer a doctoral degree. Most PA doctoral curriculums have been offered just for about ten years. The evidence by Thongcharoen (2014) showed that the PA doctoral dissertations were published in 2005.

On the other hand, PA in Malaysia was founded much more recent in 1959 by the Faculty of Economics and Administration (FEA), University of Malaya. In Malaysia, Political Science is more popular than PA, which is treated as a part or subset of Political Science. At

[9] Chulalongkorn University, Thammasat University, Kasetsart University, Chiang Mai University, Mahidol University, Khon Kaen University, Prince of Songkla University. Ranked by QS University Ranking between 2009-2013. However, the ranking order may have had a small change in the recent years

the University of Mara, for example, PA is included in Administrative Sciences. Only at the University of Malaya, PA is considered as a degree title in Economic and Public Administration. In Thailand, PA is as popular as Political Science. Most Thai universities offer PA and Political Science curriculums in both undergraduate and postgraduate levels. Nowadays, a field of study which reflects "Interdisciplinary" and "Multi-useful" subjects tend to provide better career prospects to students not only in the context of Thailand or Malaysia, but worldwide. A "universal" characteristic of Public Administration seems to serve this purpose. In Thailand, some universities such as Mahidol University and NIDA only offer PA in graduate studies. This is what Sirirat Choonhaclay[10] called specific to "specialization" and "professional" of PA. In the same way, Ahmad Atory Hussain confirmed that most universities in Malaysia offer PA curriculums in postgraduate levels with the same reason, except for the University of Mara, which offer PA at diploma and undergraduate levels.

While PA courses are available in most Thai universities, different institutions have come up with different names of PA institutes. The names range from a small unit of a **department** such as *Department of Political Science and Public Administration, Department of Social Sciences, Department of Political Science*, to a larger unit as Colleges such as *College of Local Administration (COLA)*, or a **faculty** such as *Faculty of Social Science, Faculty of Social Science and Humanities, Faculty of Humanities and Social Sciences, Faculty of Political Science, Faculty of Political Science and Public Administration, Faculty of Public Administration, Faculty of Management Science, Faculty of Political Science and Law*, and a **school** such as *Graduate School of Public Administration.*

In Rajabhat Universities, PA is offered in both undergraduate and postgraduate levels (especially a master's degree) under the Faculty of Humanities and Social Sciences. Many Rajabhat Universities now offer PA doctoral curriculums. For private universities in Thailand, it was found that most private universities have established PA curriculums in the Faculty of Political Science, but the focus of the curriculum is towards PA rather than Political Science.

These were supportive of Thai PA doctoral curriculums and programs in Higher Education Institutions which really needs development by Thai scholars. Particularly, this study's results will be an alternative source and an important record to encourage students in the future.

[10] Assoc.Prof.Dr., the Chairperson of the Doctor of Public Administration Program, lecturer of the Faculty of Social Sciences and Humanities, Mahidol University, Thailand.

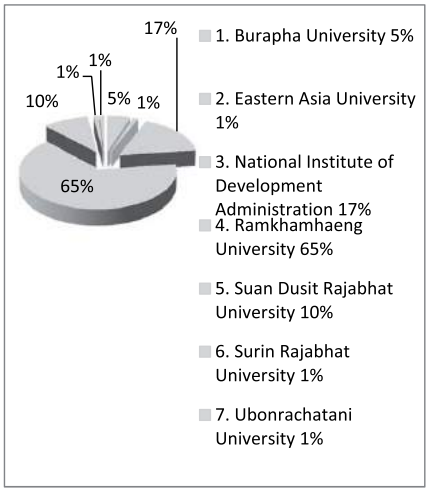

Figure 2.1. Percentage of Thai PA doctoral dissertations between 1982 and 2012 (Thongcharoen, 2014)

Figure 1 illustrates the proportion of PA doctoral dissertations published in Thai universities between 1982 and 2012. The evidence shows that Ramkhamhaeng University (65%) published more than half of the doctoral dissertations while NIDA was the second highest (17%) . Ramkhamhaeng University and NIDA have developed their curriculums specifically to Public Administration as a special subject. This school of thought has becoming more popular in Thai academic society whereas in many western countries it has been a practice for a long time. However, some well-established universities such as Chulalongkorn University and Thammasart University still see PA as part of Political Science as reflected in their doctoral curriculums where PA is part of Political Science doctoral dissertations.

In Malaysia, the study found that 23 public universities in Malaysia are government funded institutions and are governed as self-managed institutions. The funding will be given at least until 2020. Most public universities in Malaysia were set up by an executive order as per the provisions of the Universities and University Colleges Act 1971 apart from the University of Malaya and the MARA University of Technology, which were established by two separate enabling Acts of Parliament. Until recently, the Ministry of Higher Education was responsible for seven institutions bearing the title University College. These have since been upgraded to full universities and there are currently no public university colleges. Furthermore, the establishment of 500 private universities and university colleges were made possible with the passage of the Private Higher Educational Institutions Act 1996. Prior to that, private institutions of higher learning existed but were not authorized to confer their own degrees. Instead, they acted as preparatory institutions for students to undertake courses of instructions in preparation for externally conferred degrees (Wikipedia_a). While Thailand has 160 universities nationwide, Malaysia has 523 universities (Wikipedia_b) in total, which are over 360 more than in Thailand.

Although having more number of universities, only a few universities

in Malaysia such as University of Malaya (UM.), Universiti Utara Malaysia (UUM.), and University of Mara offer PA doctoral courses. All universities in Malaysia use "Doctor of Philosophy" (Ph.D) as a degree title for a doctorate study while in Thailand different names have been used such as Doctor of Philosophy in Political Science, Doctor of Public Administration (Public Policy & Public Management), Doctor of Public Administration, Doctor of Philosophy in Development Administration (International curriculum), Doctor of Political Science (Strategy and Security), Doctor of Political Science (Political Economy and Governance), Doctor of Philosophy (Management), Doctor of Philosophy (Public Administration).

Moreover, universities in Thailand offer two PA doctoral curriculums which are an "academic degree" and a "research degree". Some curriculums in Thailand also specify an academic major although most doctoral curriculums do not specify an academic major. In Malaysia most universities offer a doctoral "research degree" with no major. Ahmad Atory Hussain explained that in Malaysia, in accordance with doctoral curriculums in Europe, PA is seen as a "specialization". At the University of Mara, however, the doctoral curriculum is designed using the American discipline and the degree is referred as "Studying and Teaching Doctoral of Public Administration by Research Degree" (Lawangkul, 2008: 101).

In terms of *number of credits*, in Thailand, PA doctoral curriculums are designed to have courses/ modules with credits ranging between 48-72 credits for 3-5 years. Most Thai doctoral curriculums have ≥ 60 credits while PA International curriculums offered by NIDA and Khon Kaen University are ≥ 48 credits for a "research degree". In contrast, most universities in Malaysia do not offer courses/ modules and, therefore, no credits are awarded. Ph.D students need to write a dissertation with an approximate length of 350 pages within 5-10 semesters, which is equivalent to years for a full time student, and 5 years for a part time student.

Regarding to **office hours**, most Thai universities also provide academic services 7 days a week. Meanwhile, Koravidh Khoklang, a Ph.D student at UUM explained that universities in Malaysia are closed at weekends. The seven-day-academic services in Thailand could be seen as a blossom of NPM paradigm of the modern era. At the same time, this could reflect the influence of capitalism in Thai society to academic environment where longer working hours result in being able to provide

the services to more consumers. Hence, more income can be made. On the other hand, Malaysia seems to continue treating education as a public service where welfare of the staff is highly considered.

In terms of **class grades**, as many curriculums in Thailand offer courses or modules, class grades are provided as part of course assessment. Two types of grading systems are used in Thailand. For the postgraduate level at Thammasat University, and NIDA, six grades are given; A, A-, B+, B, B-, and C. Students who receive a grade of lower than a B are considered underachievers. Secondly, the four grades system is also used in other universities for postgraduate study. It is composed of A, B+, B, and C. Students who receive a grade lower than B are considered underachievers. Almost all Thai universities use this system. In addition, to receive an A, students need to score more than 80%, or 85%, or 90%, depending on each lecturer and each institution. There is no written agreed standard across universities. Meanwhile in Malaysia as the doctoral degree is a "research degree", there is no coursework and no course assessment, except for the University of Mara, which provides "academic degrees" which give the grades for course assessment. Watcharee Ruairuen[11] suggested that the American education system has been adopted in the curriculum design at the University of Mara. Regarding the grading system at the University of Mara, to get an A, postgraduate students need to have the scores of more than 90%.This practice is applied to all subjects, as Sakkarin Nonthapot and Ahmad Atory Hussain explained.

Most students at the doctorate level are known to be very high achievers. Therefore, their academic performance is also generally high. When the grading system is used for academic assessment, the scores can be clustered together in a distribution. Therefore, the six grades system which is used at Thammasat University and NIDA can be a sensitive matter in order to justify "equity" and "legitimacy" for their Ph.D students.

"Thai Public Policy: Emerge, Evolution, and State of Knowledge" by Yavaprapas and Whangmahaporn (2012a) stated that nowadays PA curriculums in Thailand put more emphasis on "Public Policy" and "Policy Process" than other subfields. The concepts of "governance" and "e-government" in the public organizations and local governments have recently been introduced and included in the curriculums. In Malaysia, Ahmad Atory Hussain said that Malaysia PA as Universiti Kebangsaan Malaysia (UKM) has

[11] Ph.D candidate, Natural Resources and Sustainability, The School of Natural Resources and Extension, The university of Alaska Fairbanks, USA

tailored towards "Public Servant", is a part of New Public Service (NPS), the mini paradigm of New Public Management (NPM). Ahmad Atory Hussain concluded that "Shift" and "Change" in Politic and Administration both Thailand and Malaysia depends greatly on the direction of the global society.

Finally, regarding PA professional **associations,** In Thailand, academic conferences in Political Science and Public Administration of Thailand have been held annually since 2000. The conferences are funded by National Research Council of Thailand (NRCT) in coordination with faculties of Political Science from academic institutions with mutual interests. *"Public Administration Association of Thailand (PAAT)" was* established in 2011, with Supachai Yavaprapas[12] being appointed as the first and the current president of PAAT.

In Malaysia, *"Malaysian Association of Management and Administration (MASMA)"* was established by the government in 1990. However, very little achievement has been displayed. It can be said that professional associations for PA in Thailand and Malaysia have not been yet well-established to promote teaching and practice of public administration to serve the stakeholders and to advance the society as well as to work together to develop the ASEAN PA curriculum.

With respect to the "School of Thoughts" , or "Think Tanks", the article *"The Thai School of Thoughts: A Primarily Evaluations and The case of The Political Economy School on the Community's History and Culture"* (Suttawet, 2001a: 34)showed that in 2001 there are approximately 20 School of Thoughts in Thailand. They have a duty to support body of knowledge, facts or truths and to advise stakeholders by describing, explaining and predicting towards events, situations, and phenomena in various societies and the world. Most of the schools of thoughts in Thailand concern Politics and Governments such as "*Thai Law", "Power of the land (Pa-Lung-Pan-Din)"* by King Bhumibol, "*Moral and Political Science"* by Pridi Banomyong, *"Evolution of Thai Labor Relations"* by Chokchai Suttawet, *"Local Historianism"* by Nidhi Eoseewong, *"Political Economy"* by The Faculty of Economics, Chulalongkorn University (Suttawet, 2001b: 45-62). In Malaysia, Ahmad Atory Hussain pointed out that there is only one School of Thought in Malaysia, which is the Malaysian Administrative Modernization and Manpower Planning Unit (MAMPU). It is a public organization whose obligation is to provide research results and reports to the Malaysia governmental bodies.

[12] Prof. Dr., The Faculty of Political Science, Chulalongkorn University,

Objective 2: To study and compare paradigms, theories, methodologies, and innovations of PA both in Thailand and Malaysia.

In this section, academic **Paradigms**[13], in Thailand and Malaysia will be discussed. Public Administration in Thailand is more than 100 years old. The study of Yavaprapas and Whangmahaporn (2012b: 3) divided the PA paradigm in Thailand into six periods; 1) before 1957: PA knowledge had risen in Thailand 2) 1957-1967: National Institute of Development Administration (NIDA) was established 3) 1968-1977: Public Administration was germinated and prospered 4) 1978-1987: A new part time weekend and evening delivery curriculum in Master of Public Administration was set up 5) 1988-1997: Public Administration flourished and bloomed 6) 1998-present (2012): Public Administration has grown and expanded in the Public Policy context. It is interesting to note that the true advancement in PA curriculums in Thailand was marked after a new part time weekend and evening delivery curriculum in Master of Public Administration was set up. This could be because the curriculum did not restrict to full-time education only and it allowed more people who were already in work to access further education. At present, most Higher Education Institutions also provide Public Administration in both undergraduate and postgraduate levels.

On the other hand, Ahmad Atory Hussain explained that Politics and Administration in Malaysia shifted the first time in 1980 when civil servants reformed functions of Administration using PA strategies in the Development Centre. In the recent years, the Administrative Reform have also included e-government and New Public Service (NPS) under New Public Management (NPM). In academic context, there are changing and shifting from New Public Administration (NPA) to "NPM". Universiti Utara Malaysia outweighs PA to "management" more than "administration" by changing the term from "NPA" to "NPM", which corresponds with to the economic policy as Koravidh Kohklang, Ph.D student in Public Management, College of Law, Government and International Studies (COLGIS) has agreed. In the University of Mara, NPA was renamed "Administrative Sciences" in order to make the Public Sector in Malaysia become more systematic through the "Scientific Management" allowing more transparency and welcoming the private sector to participate more in the governmental activities.

[13] Paradigm is popular for most scholars in several fields. It was introduced by Thomas S. Kuhn, the first pioneer paradigm in *"The Structure of Scientific Revolutions" (Kuhn, 1962).* He explained that *"paradigm relates closely to normal science (p.10), as the constellation of group commitments (p.181), as shared examples (p.187); law, theory, application, instrumentation, models which coherent traditions of scientific research (p.10)".* Ahmad Atory Hussain said that normally when most scholars use the term "Paradigm", they look at "Shift" and "Change".

Concerning **the Theories** used in PA, the information from Ahmad Atory Hussain, and Ketsuwan (2011a) pointed out that the theories used in Thai PA doctoral dissertations and in Malaysia as well as other countries were combined from other sciences and disciplines such as Political Science, Economics, and Management Sciences or as referred to as "Interdisciplinary". These cross boundaries knowledge allows researchers to identify new needs and perspectives to tackle diverse and complex social problems. The interdisciplinary disciplines are considered a strength of PA education. **Methodologies** are related to paradigms and theories . "Mixed Methods" are a popular stream in research of social sciences. An investigation of doctoral dissertation found that "qualitative research", "documentary research", and "field research" were used in three doctoral dissertations as research methodologies. While "quantitative research "was not employed in the three dissertations; Kongritrajun (2007 b), Leelakitpaisarn (2009b), and Nilthongkum (2010b) in Thongcharoen's dissertation.

However, research methodologies depend on a particular research topic. Ahmad Atory Hussain commented that if a Ph.D student does not have enough knowledge of research methodologies, their advisors will normally suggest they take some non-credit courses in research methodology especially "statistics" and "advanced research".

Regarding **Innovations,** Thongcharoen (2014) defined "innovation" as "new life", closely with "change", new or the introduction of idea, method, product, invention, action, activity, process, new order things. Particularly, innovations have more influence to support construction and development of PA knowledge in the study. It is found that both Thailand and Malaysia consider E-governments such as computer programs for analyzing data in quantitative research, and social networks; email, Facebook, and line application as innovation. These applications are used for contacting with stakeholders such as researchers, interviewers, interviewees, advisors, and PA experts.

Thailand has an efficient and effective Database called Thai Library Integrated System (ThaiLIS)[14]for serving *scholars, students,* and *academic staffs* to search and download research studies, thesis/dissertations, and articles with no charges. The system is easy to access. Students can just provide their Identity Card number to download a full version of the article. Students can access the data and information about thesis/dissertations from any location. There is no need to access

[14] ThaiLIS-Thai Library Integrated System, supporting by Office of the Higher Education Commission, coordinated with King Mongkut's University of Technology Thonburi.

a library building anymore. It does not only save time, and money for students, but is also environmentally friendly by reducing the amount of paper the use of electricity, and congestions on the roads. In the past, most databases relating to PA curriculums on the internet were catered to undergraduate and master's degree studies. It was very rare to find a database for doctoral degree studies. Therefore, the dissertation of Thongcharoen (2014) could also be treated as a "Pioneer Database" of Thai PA doctoral dissertations and curriculums in the past 30 years. This database is valuable for stakeholders as scholars, students, director of PA curriculums, and various of universities in the blossom era of Thai PA as refereed in *"Thai Public Policy: Emerge, Evolution, and State of Knowledge"* by Yavaprapas and Whangmahaporn (2012c: 3).

On the other hand, Ahmad Atory Hussain and Zaini Bin Abu Barkar stated that there is no evidence of databases of PA. Most universities still rely on the libraries as an information center to access academic works such as journals, theses or dissertations.

Objective 3: To study and compare problems and solutions of PA curriculums and management both in Thailand and Malaysia.

Two major problems concerning PA doctoral curriculum in Thailand are; *firstly*, a lack of students and scholars who are interested in PA curriculums. From about a survey on PA curriculums in a doctoral dissertation by Thongcharoen (2014), the study found that only 3 titles or 2% from 155 titles of Thai doctoral dissertations between 1982-2012, were related to PA They were published in 2007, 2009 and 2010. This shows that only few Ph.D students are interested in PA curriculums. *Secondly*, the quality and quantity of Ph.D. students impose a great concern to Thai education. In the past ten years, more and more PA doctoral programmes have been offered not only by public universities, but also autonomous universities and private universities. The boom of doctoral programmes was a result of the success of PA undergraduate and master's degree programmes, as cited in Yavaprapas and Whangmahaporn (2012d:3).

Rajabhat Universities, which are new universities changing their status from being a group of colleges of education, to institutes of education and being granted a university status in 2004, also offer PA doctoral programmes. Bowornwathana (2008:84-85) gave the following 7 suggestions to construct International Thai PA scholars;

> *1) They should write academic and research articles to publish in international journals; 2) They should participate in academic activities in other countries; 3) They need to have*

outstanding knowledge and capacity to become a visiting lecturer in a renowned university; 4) They should stay up to date with progress in academic work; 5) They should ensure that their academic work meets international standards as required; 6) They should ensure that the quality of doctoral students in Thai universities is outstanding; and 7) They should understand the difference between the academic world and practical experience.

Some Thai Higher Education Institutions offer doctoral curriculums specifically for politicians who would like to use education to advance in their careers. This practice gives a lot of Thai scholars anxiety about the quality of education those institutions provide. It could also affect the demand and supply of Ph.D scholars, and Human Resources Management (HRM) in the long term. The educational institutions may end up manufacturing a lot of Ph.D. scholars with low quality of knowledge. The quality control from Thai Higher Education institutions and the doctoral programme board of committee is urgently required to make sure that the demand and supply of PA doctoral programme will not overshadow the quality of education. In Malaysia, Ahmad Atory Hussain explained that there are many problems in Administration. *Firstly*, Centre of Politics and Administrates in Malaysia is still Political Science, not PA *Secondly*, there are enough PA lecturers but lack of civil servants who are interested to study PA in a doctoral degree, leading to a much less number of Ph.D students than MPA students. *Thirdly,* PA is an applied social sciences which does not have its own theories. So far, PA has combined major theories from other sciences as "Interdisciplinary" such as Political Science, Management Sciences, Law, Psychology, Sociology, and Anthropology as referred by Ketsuwan (2011b:296). *Finally*, Political Science has more influence in academia than PA, according to Malaysian scholars and administrators, PA should just be a discipline under Political Science.

CONCLUSIONS AND SUGGESTIONS

Chokchai Suttawet[15] concluded that PA curriculums cover all PA sub-fields and matters; *background, subfields, faculties, grades, degree levels, degree's name, number of students, credits, full time and part time, languages, coursework, and other conditions.*

The results of the interview revealed that in Malaysia, Public Administration was just placed under a big umbrella of Political Science because in higher education in Malaysia Public Administration

[15] Dr., the Chairperson of the Master Degrees Programs in Public Administration, lecturer of the Faculty of Social Sciences and Humanities, Mahidol University, Thailand.

is seen, as Woodrow Wilson referred to in his article, in the role and status of "implementation" while Malaysia scholars view Political Science as "science" although Public Administration was dichotomy from Political Science since the first paradigm by Nicholas Henry.

On the other hand, in Thailand, Public Administration is a popular curriculum that has been included in most higher education institutions. Although Malaysia is equipped with plenty of universities both local universities and the leading ones, only a few universities have started their PA doctoral degrees such as University of Malaya (UM.), Universiti Utara Malaysia (UUM.), and University of Mara. All universities in Malaysia provide a doctoral degree in "Doctor of Philosophy" (Ph.D.) while in Thailand various doctorate titles are awarded. In addition, Ahmad Atory Hussain confirmed that the education plan in Malaysia covers a long period of 20 years whereas in Thailand a long-term education plan has never been set up. Particularly, Mahadi Mohamad, the former prime minister of Malaysia, expressed his wish in vision 2020 to see Malaysia becoming a developed country within 2020 as cited in AEC Insight episode 61 and 62 by Kasemsant Weerakul. The statistics from various sources also pointed that Malaysia will reach their goal in 2018, following the effective policy "1Malaysia, People First, Performance Now" by Najib Razak, Malaysia's prime minister. On the contrary, Thailand is undergoing extensive national reforms in 11 governmental functions including education and the ASEAN community is waiting to see which direction Thailand is taking after the reforms.

Mohammad Zaini Bin Abu Bakar suggested that in order to develop the body of knowledge, including studying and teaching management with "efficiency" and "effectiveness" within NPM paradigm and theories in Knowledge Based Society (KBS), a cooperation between Higher Education Institutions, Associations, school of thoughts and think tanks is needed to integrate PA in a regional contexts . The idea of "without boundaries" of different countries and regions such as ASEAN, ASIA, Europe and America has become more common in the modern world of globalization. Academic cooperation among education institutions within the same geographical and political region and across regions will strengthen the body of knowledge in PA.

This article has attempted to investigate and compare information regarding PA in only Thailand and its neighboring country, Malaysia. However, a broader investigation of other ASEAN countries is also needed. Ahmad Atory Hussian suggested that it is possible to study and compare

PA curriculums in 10 countries in the ASEAN community, including ASEAN plus three[16] and ASEAN plus six[17]. If the PA curriculum comparison is to be investigated throughout the ASEAN region, the contexts of the countries will have to be taken into account. Singapore, for example, is a much smaller country compared to the rest in the region and has a very different political and public management. Furthermore, in the future, PA leaders such as governments, scholars and administrators should put forward the idea of ASEAN PA association to strengthen the universal concept of PA as "without boundaries" in the globalization following to the ASEAN slogan "One Vision, One Identity, One Community", as well as collaboration with PA associations in other regions such as in America and Europe.

CITATION AND REFERENCE

Bowornwathana, B.(2008). Construction Thai Public Administration Scholars in the International in Standards of Studying and Teaching in Doctoral of Public Administration in Thailand, edited by Doctoral Curriculum Project, Faculty of Political Science, Ramkamhaeng University, 84-85. Bangkok: RU Printing Press. (in Thai).

Creswell, J.W., and Plano Clark, V.L. (2011). Designing and Conduction Mixed Methods Research. 2nd ed. California: Sage.

Hogwood, B.W.(1992). Trends in British Public Policy. Buckingham: Open University Press.

Ketsuwan, R. (2011). Introduction to Public Administration. Bangkok: Borphit Printing. (in Thai).

Kongritrajun, R.(2007). Public Administration Curriculum Development: A Case Study of Rajabhat University. Doctoral dissertation in Public Administration Ramkhamhaeng University. http://202.28.199.11/tdc/search_result.php. (Accessed: 5 June 2013). (in Thai)

Kuhn, T. S. (1962). The Structure of Scientific Revolution.University of Chicago Press.

Laohavichien, U.(1986). Definition, Evolution, Status and Trends of Public Administration in Principles and Approaches in Public Administration, a set of tea Sukhothai Thammathirat University. Nonthaburi: STOU Press, 1986. (in Thai).

Lawangkul, P. (2008). Studying and Teaching Doctoral of Public Administration by Research Degree in Standards of Studying and Teaching in Doctoral of Public

[16] 10 ASEAN countries plus three; China, South Korea, and Japan

[17] 10 ASEAN countries plus six; China, South Korea, Japan, Australia, New Zealand, and India

Administration in Thailand, edited by Doctoral Curriculum Project, Faculty of Political Science, Ramkamhaeng university,101. Bangkok: RU Printing Press. (in Thai).

Leelakitpaisarn, Y. (2009). The Development and Characteristic of Undergraduate Programs in Public Administration in Thailand**.** Doctoral dissertation in Public Administration, Ramkhamhaeng University. http://202.28.199.11/tdc/search_result.php.(Accessed: 5 June 2013). (in Thai).

Nilthongkum, G. (2010). Educational Management at the Doctoral Degree Level in the Public Administration Programs at Rajabhat University**.** Doctoral dissertation in Public Administration, Ramkhamhaeng University. http://202.28.199.11/tdc/search_result.php. (Accessed: 5 June 2013). (in Thai).

Norman, K. Denzin.(1970). The Research Act : The Theoretical Introduction to Sociological Methods. 2nd ed. Chicago: Aldine Publishing Company.

Suttawet, C. (2001). The Thai School of Thoughts: A Primarily Evaluations and The case of The Political Economy School on the Community's History and Culture in 60 years old Chattip Nartsupa, edited by The Center of Political Economy, Chulalongkorn University, 30-109. Bangkok: Chulalongkorn University Press, 2001. (in Thai).

————. (2009).Principles and Techniques of the State of the Art Review. Individual Research. (in Thai).

Thongcharoen, P. (2014). The Construction and Development of Public Administration Knowledge: A State of the Art Review from the Thai Doctoral Dissertations. Doctoral dissertation in Public Administration, Faculty of Graduate Studies, Mahidol University.

Wikipedia. List of universities in Malaysia. http://en.wikipedia.org/wiki/List_of_universities_in_Malaysia#cite_ref-3 (Accessed: 30 November 2013).

————. List of universities and colleges in Thailand. http://en.wikipedia.org/wiki/List_of_universities_and_colleges_in_Thailand.(Accessed: 30 November 2013).

Yavaprapas, S., and hangmahaporn, P. 2012). Thai Public Policy: Emerge, Evolution, and State of Knowledge. 2nd ed. Bangkok: Judthong. (in Thai)

The Indigenous Peoples' Inclusivity on "Integration through Education"

Chanda Pearl B. Simeon[1]
Jed B. Otano[2]
Jamelyn B. Palattao[3]
[1] simeonchandapearl@gmail.com
[2] jedaiotano1993@gmail.com
[3]jamelyn.palattao@g.msuiit.edu.ph
Mindanao State University –
Iligan Institute of Technology

Abstract

Inclusive education in the Philippines plays a significant role and fundamental way in creating learning environments that foster educational systems with lifelong learning and economic opportunities especially to students vulnerable to exclusion or at the risk of being marginalized in the school. In Southern Philippines, the Mindanao State University-Iligan Institute of Technology had long been serving as a social laboratory for national unity and integration through its mandated Charter carried along as part of the whole Mindanao State University System. The task embodies significantly the assistance in helping accelerate the program of integration among the peoples of Southern Philippines, particularly the Muslims and other cultural minorities into the mainstream of national life through education. However, the current issues and challenges on inclusive education are highly evident within the institution which led to the questioning of its Charter, particularly among the children of indigenous people(IP) or the ***Lumad's*** access to opportunities provided for students in tertiary education.

The research was based on statistical data from school registry, focus group discussions and key informant interviews among administrators, teachers, and students of the institution. Thus, this study attempted to determine the challenges faced by the IPs in terms of gaining access to opportunities in tertiary education and how MSU-IIT responded to or addressed the issues on inclusive education among the IPs. In addition, this study also dealt with how the socio-economic, ethnic, and cultural profiles of the IPs have affected the System's goal of "integration through education."

Keywords: Indigenous peoples, inclusivity, education, integration, cultural minorities, marginalization

INTRODUCTION

Indigenous students' inclusivity in tertiary institutions is essential in the fulfilment of "integration". The extent of the realization of this pressing need, however, is also often overlooked by institutions.

Inclusive education in the Philippines plays a significant role and fundamental way in creating learning environments that foster educational systems with lifelong learning and economic opportunities especially to students who are vulnerable to exclusion or at the risk of being marginalized in the school. In Southern Philippines, the Mindanao State University-Iligan Institute of Technology had long been serving as a social laboratory for national unity and integration through its mandated Charter carried along as part of the whole Mindanao State University System.

The task embodies significantly the assistance in helping accelerate the program of integration among the peoples of Southern Philippines, particularly the Muslims and other cultural minorities into the mainstream of national life through education. However, the current issues and challenges on inclusive education are highly evident within the institution which led to the questioning of its Charter, particularly among the children of indigenous people or the *Lumad's* access to opportunities provided for students in tertiary education.

The Mindanao State University – Iligan Institute of Technology is a non-secular, non-sectarian academic institution, hence it does not discriminate potential students based on their religious affiliation and ethnicity. MSU-IIT, as part of the MSU System, follows the MSU Charter to do the following: (1) Perform the traditional functions of a university, namely: instruction, research and extension service; (2) Provide trained manpower skills and technical know-how for the economic development of the Mindanao, Sulu, and Palawan (MINSUPALA), and, (3) Help accelerate the program of integration among the peoples of Southern Philippines, particularly, the Muslims and other cultural minorities (History 3 Reference Material, 2014).

In fact, the mission statement of the University says,

> "Committed to the attainment of peace and sustainable development in the MINSUPALA region, the MSU System will set the standards of excellence in science, arts, technology, and other fields; accelerate the economic, cultural, socio-political, and agro-industrial development of the Muslim and other cultural groups, thereby facilitating their integration into the national community, preserve and promote cultural heritage of the region and conserve its natural

resources; and infuse moral and spiritual values. For collaborative efforts, for diplomatic relations, and for international recognition as a leading institution of higher learning, the MSU System will pursue vigorously linkages with foreign agencies."

Moreover, in its vital mandate, the "1954 Congressional Committee conceptualized the Mindanao State University as a social laboratory for national integration…it is the only university (in the country) directly charged by the government to advance the cause of national unity and actively pursue integration through education" (History 3 Reference Material, 2014).

Statement of the problem

This study attempts to determine the challenges faced by the IPs in terms of gaining access to opportunities in tertiary education and how MSU-IIT responded to or addressed the issues on inclusive education among the IPs. In addition, this study also dealt with how the socio-economic, ethnic, and cultural profile of the IPs has affected the System's goal of "integration through education."

Hence, this paper aims to determine and assess the Mindanao State University – Iligan Institute of Technology's extent of inclusivity of the indigenous people, as part of the considered cultural minorities, in realization and attainment of the Charter's mandate.

Significance of the study

The plight of cultural minorities and indigenous communities for their equal recognition and self-determination in the Philippines has been a pressing concern. In response to this predicament, the government has taken its step through passing the responsibility to academic institutions since it is the avenue of conglomeration of diverse ethnicities. In fact, the mere creation of the Mindanao State University System is anchored on "integration through education".

Hence, this study will reflect the University's attainment of the Charter's mandate. Whether or not the mandate has been responded accordingly, it will be indicative of the gravity of action needed. The University will take its cue on the gaps to be bridged for the full execution of the mandate.

METHODOLOGY

The study is descriptive in nature. Data collection is based on statistical data from school registry, focus group discussions and key informant interviews among administrators, teachers, and students of the institution within the Mindanao State University – Iligan Institute of Technology premises.

The respondents of the study are selected through non-probability sampling, specifically the purposive sampling method. The researchers treated and organized the data in a descriptive and narrative form. After presenting and discussing the data, the findings were summarized and conclusions were drawn in accordance to the theoretical framework. From the analyses of data and the conclusions that were made, recommendations were formulated.

Furthermore, this study took into account ethical considerations in the course of the research. The researchers practiced the five basic ethical principles which are the avoidance of harm, avoidance of deception, respect to privacy, the practice of confidentiality and the notion of informed consent towards the respondent. In addition, the researchers guaranteed confidentiality of privileged information that were given by the respondents, and provided assurance that the information obtained will be used only for the purposes of this study.

Locale of the Study

This study was conducted at the Mindanao State University – Iligan Institute of Technology, a University in Iligan City, province of Lanao del Norte, Northern Mindanao. With an average student population of not less than 12,000 per semester, the University caters to all the students within the country.

Institute Vision

A world-class institution of higher learning renowned for its excellence in Science and Technology and for its commitment to the holistic development of the individual and society.

Institute Mission

To provide quality education for the industrial and socio-economic development of Mindanao with its diverse cultures through relevant programs in instruction, research, extension, and community involvement.

THEORETICAL FRAMEWORK

Originally, the concept of inclusion revolves around the common assumption of a restricted education intended to people with disabilities and learning difficulties. During the 19th century, forerunners of special education consistently argued for and facilitated the development of provision for children and young people who were excluded from the mainstream education. In the later years, governments and other institutions presumed responsibility for such provision. The twentieth century education saw the advent and development

of its certain special field, special schools, and quite a few institutions that effectively addressed the norm for students with disabilities and learning difficulties. Moreover, the segregated education of children, as most scholars and educators consider it to be, according to their difficulties was seen as essential because they were deemed to be incapable of benefiting from ordinary methods of instruction (Winter and O'Raw, 2010).

Historically, this was also evidently reinforced by the medical model of disability which views the barriers to learning as being within the child such as the advances of psychometrics or the science of measuring the mental capacities and processes. This segregated approach largely went unchallenged for many years. As the field of special education expanded, it became the received and unquestioned wisdom that separate provision was the appropriate and most effective option for meeting the needs of a minority of children while safeguarding the efficient education of the majority (Winter and O'Raw, 2010).

The drive for inclusive education in the Philippines has been advocated not only by the basic education but also by the higher education. These streams from the government laws and policies from the constitution, Republic Acts (RA) 7277 otherwise known as Magna Carta for Disabled Persons and its Implementing Rules and Regulations, and 9442 also known as An Act amending the RA 7277 and Department of Education (DepED) and Commission on Higher Education (CHED) memoranda pertaining to student with disabilities (Lartec, et al, 2015). Moreover, in the 1987 Philippine Constitution, Art. IV, Section 2 mandates the state to encourage non-formal, informal and indigenous learning systems, as well as independent learning and out of school youth (OSY) study programs, and to provide adult citizens, the disabled and OSY with training on civics, vocational efficiency and other skills.

Respectively, this paradigm shift on the special needs on education is influenced by and a result of the Salamanca Declaration in 1994 at the World Congress. As one of the participating countries, the Philippines aims to promote the objective of the Education for All by considering the fundamental policy shift required to promote the approach of inclusive education particularly by enabling schools to serve all children including those with special needs (UNESCO, 1994). Therefore, there is an essential mechanism for any institution to lead the idea or to embrace the philosophy of inclusion by learning the theories and principles behind inclusive

education with teacher education institution in the forefront. Teacher education plays a very significant role in instilling these principles to the would-be teachers because if they have a positive attitude, they are willing to provide accommodations to students with special needs (Baker, Boland, & Nowik, 2012) and if they radiate positive attitude, it would lead to its successful implementation (Burke & Sutherland, 2004; Avramidis & Norwich, 2002).

As an example in the Philippines, Saint Louis University's School of Teacher Education (SLU- STE) in Baguio City deals greatly on inclusive education by integrating a 3-unit subject entitled "Inclusive Education" in the curriculum of the pre-service education. This subject has been offered since 2002 every second semester in the first year level. The subject mainly discusses the principles of inclusive education, values such as accepting and valuing differences, understanding disabilities, and teaching and administrative strategies to integrate inclusion in the classrooms and in the schools (Lartec, et al, 2015).

The insufficiency of related studies made the researchers to utilize the work of Winter and O'Raw (2012) entitled 'Literature Review of the Principles and Practices Relating to Inclusive Education for Children with Special Educational Needs', that entails a summary of existing literature on inclusion, current definitions of inclusion and a collation of the main principles and practices involved in inclusive education:

- The differences and the confusion between integration (mainstreaming or incorporation of students with special needs in schools) and inclusion (essentially means that the school adapts to the child to facilitate personalized learning opportunities for all students).
- Adapt frameworks to various excluded groups (especially rural populations, girls, and students with special needs).
- Language as a factor related to the lack of access to education and to dropouts (lack of support for minority languages, indigenous and migrants).

Primarily, in the context of indigenous peoples' challenges of inclusivity on integration, this study was delineated from the seven principles of inclusive education pedagogy by Tanenbaum (2016), a secular, non-sectarian nonprofit organization that promotes mutual respect with practical programs that bridge religious difference and combat prejudice in schools, workplaces, health care settings and areas of armed conflict. These principles include the following salient points: (1) teaching all

students; (2) exploring multiple identities; (3) preventing prejudice; (4) promoting social justice; (5) choosing appropriate materials; (6) teaching and learning about cultures and religions; and (7) adapting and integrating lessons appropriately. The researchers highly underscore the context of inclusion at the tertiary level and education especially in the case of Mindanao State University-Iligan Institute of Technology, Iligan City, contrary to the universal notion envisioned upon students with disabilities and learning difficulties. In line with the indigenous students' experience, they tend to be overtly excluded in schools or even universities for some certain economic and socio-cultural aspects such as the accessibility to the school, financial constraints, lack of local government's initiatives and programs, and even their doubt and anxieties to become a part of a larger mainstream society which underlies the very issue on integration in Southern Philippines. The above mentioned principles cover the paradigm of the indigenous students' challenges vis-à-vis their growing impetus in search for education as a basic necessity.

Accordingly, the first of which highlighted the concept of exploring multiple identities through building confidence and affirming identity for indigenous students support their learning, integration, and ethos preservation. Generally, students who are excited about themselves and other people, and who are inquisitive about the world around them will more easily learn to be compassionate and understanding of people who are different from them. They are less likely to hold negative feelings about others, if they are comfortable with themselves and also with those who are different. Perhaps, this is the blatant enigma among indigenous students that are long been considered a fragment of the marginalized cultural population of Southern Philippines in their very own locality and much more likely, in an educational institution dominated by Christian and Muslim entities. Also, Tanenbaum (2016) asserted in the aspect of preventing prejudice that people are obviously influenced by the legacy of institutionalized inequalities that permeate history as well as the stereotyped ideas and images encountered every day. As to the general population, the best scholarly and genuine approach to address preconceived stereotypes and to prevent them from escalating into feelings of prejudice and bias is to create awareness through education integration. This can be done by discussing students' stereotypes in both large and small groups and in the long term, would create student awareness of stereotyped beliefs and inequality.

According to Tanenbaum (2016), schools or universities must cater and teach students, regardless of ethnic and religious differences, explicitly about histories of unfairness, or institutionalized inequality. In relation to the indigenous' experiences, Christian and Muslim students should be guided to a humble understanding that institutionalized inequality is not everybody's fault, but that it is everybody's responsibility to become aware, and to create fair and equitable learning communities. It is imperative to discuss all of the student's feelings and attitudes to accept prejudicial behaviors or feelings that should be assessed in the long process. Educational institutions like Mindanao State University-Iligan Institute of Technology (MSU-IIT) should also cultivate a productive atmosphere of trust, examination and responsibility rather than one of guilt to promote the culture of peace, dialogue and integration in Southern Philippines. Educational institutions must set clear boundaries and rules about behaviors that are based on prejudices, such as teasing, bullying or excluding as well as goals for an anti-racist, anti-sexist, anti-biased classroom or learning community. In the context of indigenous peoples' circumstances, institutions should work explicitly with students to create ways to recognize and interrupt discriminatory or biased language and acts.

Academic institutions should essentially help people to identify prejudicial behaviors as commonly conceived in a heterogeneous society. The common people tend to put others, places and things into categories to contextualize them in relationship to their selves. But respectively, placing a value on people means that is less than the value we place on ourselves, and thus, people are susceptible to treat others in an unfair manner. Particularly, in the academe, one should not be afraid to talk about stereotypes. Train students to discern fact from fiction, especially when it comes to stereotypes. If a student makes a statement or uses words that are prejudiced or are based on a stereotype, the academe or teacher should address the situation by asking questions about the information source, asking whether there are other points of view on the stereotype, provide concrete information that will enable students to rethink their stereotypes based on new information.

Young people are good judges of what is or is not fair. It is vital in talking to students about issues of fairness, and of justice or injustice in terms of equality especially in the perspectives of indigenous people and with this, several education institutions were encouraged to make comparisons (Tanenbaum, 2016). This would definitely help

the academe to compare situations of injustice in their own lives to larger social issues. For some students, their experiences of injustice are directly linked to larger social issues, such as access to equitable education, immigration rights and civic neglect of urban environments. Hence, these larger social issues will be regarded as "new" ideas with which to grapple.

In parallel, the MSU System promotes dialogues and provide grounds that would help students develop empathy and awareness within the broader community and develop a worldview through the encouragement of students to explore their perspective on issues within and outside their immediate communities and their relationship to the larger world. History 3, a course on The History of Filipino Muslims and Indigenous Peoples of MinSuPala, as a pedagogical medium for the integration of indigenous perspectives and experiences would be the application of critical thinking skills in discussing challenges of mainstream integration. Generally, students should explore why they think what they think and examine where they got their opinions. There is a must for any educational institution to assist students in activities to gain accurate information or to see other perspectives through exploring power dynamics among the people in Mindanao and in the society. It would entail questions on students if every view has been represented in a given situation. This would serve as a catalyst to explore how they define "power," who has power, who does not, and examine issues of access to power that evidently undermine the situation of the indigenous people in Mindanao.

The encouragement of an academic institution particularly on its constituents and students to develop a sense of civic responsibility also plays a major significant role in creating grounds for the culture of understanding and integration among the people of Southern Philippines. Likewise, is the use of academic learning to encourage students understand their unique roles in society and the contributions that they can make. Institutions on the other hand should stipulate role models by introducing to students the other civic organizations and grass root communities who have created social change. With this, the full integration of social justice perspective into all content areas can be addressed continuously in many different contextualization such as drawing the attention to a character's behavior in a book or in a math problem that compares the resources of one city with another. In terms of service learning and action planning, indigenous students should get involved in taking social

justice issues into their own hands. Service opportunities can help them feel empowered to address issues of inequity in their own communities. The educational institutions might as well help them develop concrete projects and programs that are achievable and relevant in their own communities. On the other hand, the institutions' general students should be guided in critically examining the mistaken assumptions of taking on the role of "rescuer" in humanitarian aid/charity work. Hence, it is imperative for students to engage their voices and viewpoints of the communities with which the service learning is taking place.

And lastly, it is important that academic institutions and students learn about other cultures and religions in a positive and comfortable manner. This includes learning about the cultural and religious differences among their peers – as well as other cultures and religions that are more remote from their experiences. General people as well as students should value the opportunities of asking questions. The encouragement to think about how to ask respectful questions of each other and to practice doing so will underline the appropriate ways on inquiries of identity, religion, culture and race.

The academic institutions must use positive terms to gain information about others. The essential way for a learning community that hopes to open dialogue starts when people realize they may ask previously silenced questions, they can become more eager participants in the integration. Emphasis on culture is not a fixed or permanent condition. Society and culture are constantly changing. Languages, religions, rituals, traditions and ways of knowing change over time. People often appear very different now from how they may have appeared in the past. It is important for any academic institution to recognize the evolving nature of, and the inaccuracies of, previously assumed images. In the context of the academe, it will allow opportunities for students to learn about the ever changing cultures of the world. Complicate this goal through a range of subjects - not just social studies.

There is vast diversity within every cultural group. It may be more helpful for students to grasp the notion of diversity within groups and geographic regions than to try to oversimplify the experiences of a certain people, nation or region. The institutions must see a range of nuanced views and make connections within and between cultures. For example, a generalization such as "Muslim women cover their hair" is not only false, but it does not address the range of beliefs among Muslims about modesty in dress and

what that entails. A more helpful discussion may guide people in seeing connections in all religions where people may cover their hair in different instances due to religious requirements and preferences (for example: Amish women, Jewish women, Greek Orthodox women, Sikh men and women, Catholic women, etc.) These discussions require constant attention to nuance and acknowledging the spectrum of practices that spring from the range of ways people interpret their religious teachings and beliefs.

Inclusive education is related to the effort of overcoming barriers that prevent the participation and learning of all children, regardless of their race, gender, social background, sexuality, disability or attainment in schools (Booth & Ainscow, 1998) and allows these children to socialize with their peers without special needs and actively participate in class activities which help develop their social competence, communication skills, behavior skills, and academic performance (Fisher & Meyer, 2002; Copeland et al., 2004).

Inclusive education does not only focus on the barriers that students face but also, as Booth and Dyssegaard (2008) argue, focuses on the development of cultures, policies and practices in educational systems as well as in educational institutions for them to be able to respond to the diversity of their students and to treat them equally. With this, the responsibility of teachers in creating an environment of meaningful learning where inclusion of students is practiced is deemed important.

CONCEPTUAL FRAMEWORK

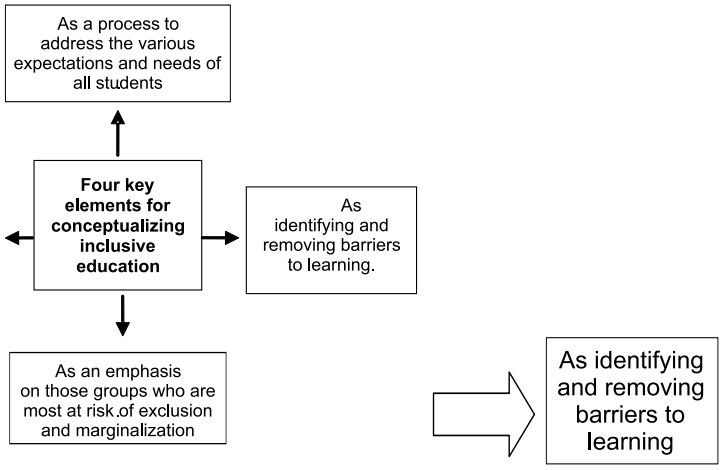

Figure 3.1. Guidelines for inclusion (UNESCO, 2006)

DISCUSSIONS

In an interview with Jamaloding A. Sayana, a Higaunon student of the Mindanao State University – Iligan Institute of Technology, from Purok Bayanihan, Rogongon, Iligan City, the researchers were able to gather information relevant to the question of the inclusivity of the indigenous students in the Institute.

Sayana and the other 9 graduating students from Rogongon Agricultural High School, took the Mindanao State University – System Admissions and Scholarship Examination for the S.Y. 2015-2016 at the MSU-IIT campus. Out of the 10 SASE takers, only 4 of them passed. According to Sayana, the other 18 students from his batch were not able to take the exam because of problems in accessibility and financial matters.

It should be noted that Rogongon is a hinterland barangay of Iligan City with a travelling time of 3-4 hours from the city proper. The researchers had a personal experience of going into the barangay for their community extension – 2-hour jeepney ride from the city proper to the center of the barangay and another one or two-hour hike to the steep mountains where the school is located. Indeed, the researchers can understand the dilemma Sayana and his classmates faced when he said that one of the primary reasons for their inability to take the exam was because of accessibility.

In addition, besides the non-refundable testing fee of Php250.00, Sayana said that they have to incur a Php240.00 worth of fare in travelling to and from the examination venue. Sayana expressed that with the nature of his parents' work as farmers, to shell out such money is already a challenge.

Here we could see that the inclusivity of indigenous students in education is already confronted with a challenge from the initial phase – the accessibility. Availability of education is given; its accessibility is another thing.

In an interview with Sayana, he was asked of his perception on their state of inclusivity and he answered,

> *"Wala ma'am, wala man pud mi gi-inform ma'am so wala mi malay ma'am…katong nag-assembly mi sa mini-theater ma'am wala man pud mi nadunggan ma'am."*
>
> "No ma'am, we weren't informed about anything so we weren't aware. During an assembly at the mini-theater, we didn't hear anything, ma'am."

He then added by expressing his feelings towards their situation,

> *"Murag usahay ma'am kay maka-ana mi nga "wala lagi mga kauban namo diri?" mawad-an mi ug panlantaw ma'am ba. Pag muanhi na mi sa IIT ma'am, wala mi kaila, upat ra gud mi kabuok magtagbo-tagbo diri ma'am pero usahay pag magtagbom mi, mag-Hinigaunon*

pud mi ma'am, gusto namo i-preserve among culture ma'am. Kung Bisaya among kauban, mag-Bisaya pud mi."

"Sometimes we could ask ourselves, "why don't we have any fellows here?" then we lose sight. Every time we come here in IIT, we don't know anyone; there are only four of us *[Lumads]* here, and sometimes when we see each other, we speak in *Higaunon*, we want to preserve our culture, ma'am. If we are with *Bisayas*, we speak *Bisaya*."

On a lighter note, the Integrated Performing Arts Guild (IPAG), a resident cultural group of the Institute has made Sayana happy and relieved that an organization is showcasing their culture, he said,

"Kana bitawng sa IPAG ma'am, malipay mi ma'am. Ay, tuara! (clapping his hands) Parehas atong performance nila nga Data Lakungan ma'am, grabe ug singgit namo ato ma'am kay ayos kaayo sila ma'am. Ang uban kay gikilig ma'am (giggling). Ayos kaayo pagka-perform ma'am. Ipa-audition unta ko sa IPAG ma'am pero wala ko nidayon ma'am kay maulaw man ko."

"The ones performed by IPAG (Integrated Performing Arts Guild), it makes us happy. Oh, there! (claps hands) Like that one performance they did about *Datu Lakungan*, we were really shouting and giggling all over. It was done beautifully. They actually wanted me to audition for it but I didn't pursue doing so because I'm shy."

When asked about his desire to have their own organization, he fervently said,

"Yes ma'am para pud molutaw among culture ma'am, ma-preserve. Pananglitan kanang sa mga Maranao, MIMSA ma'am, sa mga Christian naa pud silay organization, ang Higaunon kay wala man gyud ba. Wala pud mi nangita ma'am kay abi pud namo ug wala ma'am. Kung naay programa bitaw ma'am kay ang MIMSA, ang mga KASAMA ra ang naay organization diri so abi namo nga walay privileges ug decision ang mga Lumad diri so wala nalang pud mi gasaba-saba ma'am."

"Yes ma'am so that our culture will surface, it will [then] be preserved. Like in the case of *Maranaos*, they have the MIMSA (MSU-IIT Muslim Students Association), as for the Christians, they also have their organization, while there is none for us, *Higaunons*. We didn't bother looking for an organization because we thought there's no such existing one. When there's a program, only the MIMSA and KASAMA are present so we thought we didn't have privileges."

He frustratingly added,

"Nahiubos mi ma'am kay kumbaga murag wala bitaw gitan-aw among culture ma'am, wala gi-preserve ba. Murag ang gitutokan ra kay ang mga Maranao ug Bisaya ma'am. Kumbaga, kung minorities ang mga Maranao ma'am unya kay gitutokan man sila diri so murag kami na gyud ang pinaka-ubos bitaw ma'am. Mao na among na-feel ma'am. Murag ubos ra kaayo mi…"

"We were disappointed ma'am because it seems like our culture isn't recognized, it's not preserved. It seems like the only [cultures] looked into are the *Maranaos*

and *Bisaya*. Say, if the *Maranaos* are considered the minority but since their culture is focused at, then it will come out like we are the ones on the bottom. That's what we feel – that we are really at the bottom…"

Hence, in order to alleviate the problem and put a solution to their current situation, he expressed his aspiration of an organization for indigenous students,

> *"Magbuhat ug organization diri ma'am para naay organization ang mga Lumad. Pwede nga madaghan ang mga Lumad diri nga moskwela ma'am kay mang-invite mi nila. Kung makatukod mi ug organization ma'am, ipakita pud namo among ability or talent ma'am isip mga Lumad para dili bitaw mi nila i-ubos ma'am. Kay basin man gud masalipdan mi ma'am ba. Kay kung diri ra man gud sila mag-focus sa mga Maranao ug Bisaya ma'am, so masalipdan gyud mi ma'am. Kung naa mi gusto i-suggest, dili namo ma-suggest."*

> "An organization for the *Lumads* should be created. It could be that because of that, many *Lumads* will come and study here since we will invite them. If we could build an organization, we could show our abilities or talents as *Lumad*. If they will just focus on the *Maranaos* and *Bisaya*, then, definitely, we will be overshadowed. We are afraid that our [ethnolingusitic group] will be overshadowed. If we want to suggest something, we cannot do it [since we don't have an organization as an avenue.]"

CONCLUSIONS AND RECOMMENDATIONS

After careful analyses of the data gathered, the researchers have points to be laid regarding the inclusivity of indigenous people's inclusivity on "integration through education".

Records from the Department of Student Affairs show that there is no existing indigenous students' organization. This alone could account for the lack of avenue of indigenous students' concerns and programs. This lack of institutional representation manifests their extent of inclusivity in the institute.

It is apparent that the indigenous students' inclusivity through education is already confronted with a challenge in its initial phase – that is, accessibility. Availability of education is already a given, its accessibility is another matter that needs serious attention. The fact that the indigenous students from the hinterland have to travel hours to the examination venue already poses interference to easy access.

The implementation of History 3 – History of the Muslim Filipinos and Indigenous People in the MINSUPALA has served its purpose on educating the students of MSU campuses. While this is a vital action in disseminating information and cultivating corrected histories to the minds of students, what should be penultimate to education is the

means of expression through an institutionalized organization. This way, plans and ideas concerning cultural awareness and development could be properly facilitated, effectively mobilized, and efficiently realized.

Hence, the researchers recommend the administration of the Mindanao State University – Iligan Institute of Technology to facilitate the creation of indigenous students' organization. Through this, policies concerning their rights and privileges would be made known to the indigenous students. Also, this will help facilitate the showcasing of culture through cultural displays and exhibits.

Furthermore, the researchers recommend partnerships between various actors and institutions such as stakeholders, collaboration with the civil societies, international organizations; designing curriculum or policies on equal access to all levels of education. Also, schools should protect and take care of conflict resolutions, offering quality education while respecting diversity, address social inequity, and poverty levels through inter-sectoral policies.

The challenge for educators is to find ways of sharing expertise and provide wider educational opportunities for the full implementation of inclusive education.

References

History 3 Reference Material, 2014 Edition. Mindanao State University – Iligan Institute of Technology, Department of History.

Lartec, Jane K. et al. The Effectiveness of the Inclusive Education Subject in the Pre-service Education Curriculum viewed from the Student Teachers' Perspective. Vol. 3, No. 1 July 2015, 25-52. Asian Journal of Inclusive Education.

Winter, Eileen and O'Raw, Paul. 2010. Literature Review of the Principles and Practices relating to Inclusive Education for Children with Special Educational Needs. ICEP Europe.

YOUTH ON RESCUE: THE CHILDREN IN CONFLICT WITH THE LAW (CICL) IN NORTHERN MINDANAO, PHILIPPINES

Marilou F. Siton Nanaman, Sulpecia L. Ponce & Irene Estrada
Email address: mfsnanaman@yahoo.com
Department of Political Science, Department of Sociology
and the Department of Research
Mindanao State University-Iligan Institute of Technology (MSU IIT)
Andres Bonifacio Avenue, Tibanga
Iligan City, 9200 PHILIPPINES

Abstract

To reform the children in conflict with the law (CICL) and to get the said children back to the social mainstream were the main aims of the Juvenile Justice and Welfare Act of 2006 (Republic Act 9344) in the Philippines. However, in the context of its 10 years of operation, major structural limitations such as inadequate personnel and poor local facilities adversely affect its efficient implementation. Thus, this study tries to examine the profiles of CICLs who are currently under the custody of personnel managing rehabilitation centers in the cities of Northern Mindanao, Philippines and the factors that are responsible for their engagement in crimes and other delinquent acts. Employing mixed methods, findings in the study indicate that these CICLs are mainly males, barely educated, between 13-16 years of age and came from dysfunctional and poor families. Commonly, they were apprehended due to theft and robbery while a substantial number have been charged of heinous crimes like murder, homicide and rape. Although the law protects the CICLs from becoming hardened criminals since they are not detained in penal institutions, this provision has been abused by unscrupulous adults who use children as fronts to do criminal acts like peddling illegal drugs or robbery. The CICLs consequently become recidivists since they are no longer afraid of committing a crime. Absence of parental care and guidance, peer group influence, vices, and poverty are the most common reasons cited for violating the law.

Keywords: Children in Conflict with the Law, Rehabilitation Center, child offender, Juvenile Justice system

INTRODUCTION

Republic Act 9344 in the Philippines otherwise known as " The Juvenile Justice and Welfare Act of 2006" provides the legal definition, institutional support and processes to be undertaken for the protection of Children in Conflict with the Law" (CICL). Section 6 of the same law stipulates that "a child fifteen (15) years of age or under at the time of the commission of the offense shall be exempt from criminal liability". Once the age of the CICL is determined, the child shall be subjected to a community-based intervention program supervised by the local social welfare and development officer, and probably refer the child to a youth care facility or '*Bahay Pag-asa*' (House of Hope) managed by LGUs or licensed and/or accredited NGOs monitored by the Department of Social Welfare and Development (DSWD) (Sec. 20, RA 9344).

The phenomenon of CICL in the Philippines is a social problem that adversely affects the social capital of the county's youth sector. The increasing number of youth offenders is on the rise (Philippines in Figures. 2013). However, it is not only a major concern in the Philippines but also worldwide. For instance, data from the United States indicate the increasing involvement of children younger than age 10 and 18 in the juvenile justice system. The United States was not alone in seeing a dramatic increase in violent crime by juveniles in the 1980s and early 1990s. Many European countries and Canada experienced increases in their rates of violent crime, particularly among juveniles (The National Academies Press, 2001).

Selected literature on CICL studies in the Philippines show that, on a national scale, CICL have been found to be usually involved in crimes against property, mainly robbery and theft. At the local level, however, the trend in monitored offences is quite different. Data from the Davao City Jail show that the majority of children in detention are involved in cases of chemical and substance abuse (Ancheta-Templa. 2004). Meanwhile, data from the Davao City Social Services and Development Office (CSSDO, 2001) show that rugby and solvent users comprise 38.7% of the reported 472 CICL provided with services. Children involved in curfew violations (32.2%) and in theft and shoplifting (22.6%) turned out to be the most common cases (CSSDO, 2001).

On the other hand, Shoemaker (1994) in his study comparing male and female delinquency using self-report data in a coastal city in the southern Philippines, found out that delinquency is higher among

males. Using regression analysis, he was able to point out that peer relations and attitudinal constructs are significantly associated with delinquency. He raised the interest in finding out the family context and to the influence of peer groups, and gender on delinquency, especially among middle-class males.

There are still areas to be explored in light of the implementation of RA 9344 in other regions in the Philippines like Region 10 especially with respect to the CICL staying in a rehabilitation center for the youth which is named the House of Hope or *Bahay Pag-asa*. Thus, this study intends to examine the profiles of the of the CICL housed in the rehabilitation centers in the region, the family situation of the respondents, the offenses they committed and the reasons for committing them.

CONCEPTUAL / THEORETICAL FRAMEWORK

Cultural transmission theories posit that crime and delinquency are learned and culturally transmitted through socialization. According to Sutherland, crime and delinquency are learned in interaction with other people, for the most part within intimate primary groups such as families and peer groups (Sutherland and Cressey, 1978, as cited in Sullivan and Thomson, 1991). There are two elements of this learning process. First, people learn the specific techniques for engaging in criminal behaviour. Second, people learn to value criminality more highly than conventional behaviour. By associating with other people who are more likely to learn to view these activities as desirable, the juvenile will learn a rationale why they are preferable to a more conventional way of life. According to cultural transmission theories, learning to be criminal or delinquent involves mechanisms of socialization similar to those associated with learning any social status. If people have close group ties with others who conform to established group values, they are likely to learn to conform to that lifestyle. Those who associate with criminals or delinquent groups are more likely to adapt criminal or delinquent values.

Home conditions are significant factors that account for the proclivity of children to become delinquents. Parental absence will expose the child to the circumstances where necessary example, discipline or affection will complete his or her personal and moral development. The absence of parental control may predispose the child to do habitual uncontrolled impulses. A high prevalence of disrupted families is thought to increase delinquency both by its effects on children and

by weakening formal and informal community social controls (The National Academies Press, 2001). Also, unemployment and poverty in the family may tempt the children to become theives resulting from the primal urge for food, clothing, and shelter, and from the jealous desire for some of life's luxuries. (Bridges,1927).

This study looks at some aspects of home conditions (marital status of parents, economic means of the family, relationship status of family members) and the associations of the CICL in committing the offense by looking at their profiles; the causes and nature of their delinquent behaviour.

METHODOLOGY

This article is mapped out from the data obtained from the study entitled "An Assessment of the Juvenile Justice and Welfare System in Region 10: Its Implications to Internal Security" conducted by the researchers in Northern Mindanao, Philippines. Region 10 is composed of 8 cities comprising of Malaybalay, Valencia, Cagayan de Oro, Iligan, Ozamiz, Tangub, Gingoog, and Oroquieta. Iligan City and Cagayan de Oro City are the two highly urbanized areas among these 8 cities. Region 10 also covers 5 provinces, namely: Bukidnon, Camiguin, Lanao del Norte, Misamis Occidental and Misamis Oriental (Please refer to the map). Region 10 has a total population of 4,689,302 as of August 2015 census (http://www.nscb.gov.ph/ru10/). There are 7 *Bahay Pag-sa/Pangarap* (House of Hope) facilities available in the region where the CICL respondents are housed at the time of the study. These facilities are distributed as follows: Iligan City,1; Cagayan de Oro City, 1: Gingoog City 2; Valencia City, 1; and Ozamiz City 2.

Figure 4.1. Map of Region 12

There were two sources of primary information in this study; the 49 CICL respondents in the rehabilitation centers and the 38 focus group discussion (FGD) participants who participated in the three FGD sessions held in Iligan City, Cagayan de Oro City and Ozamiz City. The participants comprise of the officers of the City Social Welfare and Development (CSWD), Barangay Chairs of the

barangay having the most reported incidents of CICL, police personnel, CICL, parents of CICL, house parents of youth rehabilitation centers, Barangay Council for the Protection of Children (BCPC) and local security officers of the barangay.

This study made use of two data gathering instruments: the survey questionnaires which were given to all the 49 CICL respondents and the focus questions used during the FGD sessions. Informed consent was given to all the CICL respondents prior to interview proper. Fieldwork was conducted in July 2015 to February 2016.

RESULTS AND DISCUSSIONS

Socio-demographic and Family information of CICL

Age

In the 8 cities of Region 10, the actual ages of the 49 CICL respondents in the study range from 13 to 19 years old. At a glance, the distribution of their ages are as follows: 13 (3 cases), 14 (1 case), 15 (9 cases), 16 (12 cases), 17 (14 cases, which is the mode) and 18 (8 cases).

Across ages, younger CICL respondents who are in ages 13 and 14 comprise 4 cases (8.1%). Those in ages 15-16 have 21 cases (42.9%) in which the highest frequency is noted in the most urbanized city which is Cagayan de Oro. The older CICL respondents are in ages 17-18 with 22 cases (44.9%). The modal age is 17 years old which is close to the mean age which is 16 years old. There are also 2 CICL cases who are 19 years old. They are those who happened to be below 18 years old at the time they committed the offense and are still in the reformation center since their cases are still being heard in courts (see Table 4.1).

Table 4.1. Age of Respondents

. Age	Total	
	N	%
13	3	6.1
14	1	2.0
15	9	18.4
16	12	24.5
17	14	28.6
18	8	16.3
19	2	4.1
Total	49	100.0

Sex

The data on sex distribution of respondents show the predominance of male constituting 86%. According to Reckless (1961), a good part of this great difference between male and female involvement in crime results from the differences in what is expected of men and women. Biologically and psychologically, human maleness may mean greater activity, greater risk taking, greater aggressiveness, greater wandering; and human femaleness may mean greater inactivity and greater passivity. On the other hand, from the sociological point of view, males

are accorded by custom greater opportunities and latitudes for movement and activity, and females are more restrained and curtailed in their activity according to custom. (Reckless, 1961: 37:38)

Also, Okagbue (2010) noted that based on the international police data, delinquency rate is higher among male juvenile offenders which is more than double than that of juvenile females. There are many reasons why this is the case. Among others, it tends to be true that girls in the family are subject to stronger family control than are boys.

Place of Origin

In terms of origin, more than half of the CICL respondents live in urban areas (26 or 53%). On the other hand, 8 or 37% also live in rural areas. There are 5 cases (10%) who live outside of the cities where they are now presently housed (see Table 2).

Table 4.2. Origin of CICL Respondents

Address	Total	%
Rural	18	37
Urban	26	53
Others	5	10
Total	49	100

Educational Attainment

Of the 49 CICL respondents, more than half (26 or 53.1%) are in the elementary level. It is followed by 15 or 30.6 % who are high school level. It is worthwhile noting that there are highly educated CICL respondents who are college level (3 or 6.3%). On the whole, the mode indicates that half of the CICL obtained low level of education because they have not even finished elementary education.

Table 4.3. Educational Attainment

Educational Attainment	Total	
	N	%
Elementary Level	26	53.1
Elementary Graduate	2	4.1
High School Level	15	30.6
High School Graduate	2	4.1
College Level	4	8.2
Total	49	100.0

Number of Siblings

The data on the number of siblings of the CICL respondents indicate that there are 10 respondents (20.4 %) with 1-2 siblings, followed by 13 cases (26. 5 %) with 3-4 siblings; 15 or 30. 6% with 5-6 siblings, 6 cases or 12.2% with 7-8 and 5 or 10.2% with 9-10 siblings. The average number of siblings is 5 which is also indicated by the mode. The respondents generally live in bigger households.

Family-Related Information

Parental Education

The data on maternal education show that the mothers of CICL respondents mainly attained high school education (16 cases or 35.6%) Another 10 cases (22.2%) have mothers with low education having

achieved elementary level only. Mothers obtaining college education also comprise 10 cases (22.2 %). There are 9 cases or 20% who do not have an idea about the educational level of their mothers.

Across all the cities, high school education is the modal education of the CICL's fathers. It is followed by 7 cases who do not have information about their father's education; 6 cases each for those whose paternal education is high school level and elementary level; and 4 cases are college graduate.

Three trends can be seen in the data. The modal education of CICL's fathers are high school level/graduate with 14 cases or 38.9%. On the other hand, there are 7 cases of CICL's fathers with elementary education. Better educated fathers also obtain 7 cases. It is also worth noting that 7 CICL respondents do not know the educational levels of their fathers suggesting inability of these fathers to share personal information with their children.

Parental Occupation and Income

Generally, the mothers of the CICL respondents are housewives (25 cases or 54.3%) and the rest of the cases (21 or 45.7%) are into varied low paying jobs and manual livelihood like workers in eatery (6 or 13%), laundrywoman (3 or 6.5%) and farming (2 or 4.3%).

There are only 19 cases out of 49 who reported maternal income and 5 cases (26.3%) of them have no idea on this information. Another 4 CICL respondents (21.1%) admitted that their mothers do not have income. They could be those respondents whose mothers are plain housewives. Of the 10 cases (55.5%) who indicated that their mothers have income, the mode comprising of 3 cases or 15.8% fall in the Php3,000.00 monthly income bracket. On the other hand, only 2 CICL respondents reported to have mothers who earned a monthly income of Php10, 000.00. The average income of mothers per month is estimated at Php4, 250.00.

With respect to paternal occupation, 12 (29.3%) respondents answered that their fathers do skilled jobs like carpentry or masonry. There are also 9 CICL respondents who admitted that their fathers work in unskilled jobs being generally construction workers. Seven CICL respondents also declared that their fathers are farmers (7 cases), or businessmen (4 cases). As the data would show, respondents' paternal occupation are not economically stable in as they do not land in high-paying jobs.

Looking into the income of CICL respondents' fathers, 3 (16%) of them said that their fathers earned less than Php300.00 monthly. Seven respondents (3%) also have fathers whose monthly income is within the range of Php3, 000.00-Php 5,

999.00; 4 (21%) claimed that their fathers have Php6, 000.00-Php8, 999.00 monthly income; 5 cases have Php9, 000.00 monthly income and up. The average monthly income is less than Php5,000.

Relationship Status of Parents

Out of the 49 CICL respondents, there are 20 cases or 40.8% of them whose parents are married and still live together. On the other hand, about the same number (18 cases or 36.7%) have separated parents. There are also 7 cases (14.3%) among the respondents who are living with their widow mothers. The data suggest that CICL respondents are predominantly living in single-parent households where full parental support cannot be fully expected.

Description of the Relationship of Household Members

What is notable to examine is also the atmosphere of the family of the CICL respondents. Of the 101 multiple responses to this item, the data indicate that the children have positive home conditions where love (24 cases or 23.8%), peace (19 or 18.8%) respect (3 or 12.9%) and a prayerful life (10 or 9.9%) govern their homes. The majority of CICL respondents admitted to have positive home conditions where love and care, kindness and concern, attention and support are provided by the parents to their children.

On the other hand, adverse home conditions characterized by lack of love (10 cases or 9.9%), constant trouble (7 cases or 6.9%), chaos (5 cases or 5%), lack of concern/ attention (6 cases or 5.9%) and stress (5 cases or 5%) were also mentioned.

Table 4.4. Relationship of family members in the Household

Response	Total	
	N	%
Always in trouble	7	6.9
Broken family	1	1.0
Chaotic	5	5.0
Fighting for food	1	1.0
Lack of concern/ attention	6	5.9
Lack of love	10	9.9
Loving	24	23.8
Peaceful	19	18.8
Prayerful	10	9.9
Respectful	13	12.9
Stressful	5	5.0
Total	101	100.0

Common Problems in the Family

Out of 42 CICL respondents who gave answers on this item, the majority (27 cases or 64.3%) cited poverty or financial inadequacy as their main problem which is common across all the cities covered in the study. Quarrels in the family come next with 7 cases or 16.7%. There are also 4 CICL respondents who said the separation of their parents is their problem.

Table 4.5. Common Problems of CICL's Family

Response	Total	
	N	%
Financial/poverty	27	64.3
Always having family trouble/quarrel	7	16.7
Separated parents	4	9.5
Payment of Settlement/ Being Trouble maker	2	4.8
Don't know	2	4.8
Total	42	100.0

Coping Mechanisms

The top 3 responses on their economic coping are the following: engage in credit/borrow money (12 cases or 32.4%), engage in farming, fishing and vending (10 cases or 27%); find job/look for support (4 cases or 10.8%).

With respect to the problem regarding conflicts in the family, 6 CICL respondents (16.2%) coped by mediating family quarrels. Three respondents from CDO coped by making good at his studies, ignore the situation and having friends.

In the Philippines, Banaga (2004) also indicated that most of the CICL respondents have to work to earn additional income for their families and or to find belongingness in their peers. The researcher further described that since their income is not enough, they are forced to engage in criminal activities such as snatching, shoplifting and got involved in illegal drugs trade. Poverty has also been cited by Sabangan (2011) and Etimadi et al. (2004) as a pressing home problem. Although poverty is not a justifiable excuse for committing crime, thousands of other juveniles have failed to get out of the trap and are forced to break the law primarily to survive. The other factor is the neglect and abuse that the children experienced at home.

Discipline in the Family

Both parents of the CICL respondents are the disciplinarians in the family (40 cases or 81.6%) which manifests the egalitarian nature of the Philippine society. However, there are also other family members who provide discipline to the children like grandparents, aunt, uncle or sibling alongside with the presence of either or both parents.

The study of Etemadi et al. (2004) in Cebu City also pointed out that one of the contributing factors to delinquency is the family where physical abuse is common.

Forms of Corporal Discipline Experienced

The top 3 most commonly experienced physical discipline was being slapped (23 cases or 47.9%), boxed (9 or 18.8%), pinched and kicked with 5 cases each or 10.4% per type of discipline. There are 2 cases who were being spanked by belt. On the other hand, 2 cases (4.2%) had kneeled on salt. On extreme cases, one respondent from Iligan City was being injured as a

form of punishment and another case from Cagayan de Oro City was chained.

Table 4.6. Physical/Corporal Discipline Experienced

Response	Total	
	N	%
Slapped	23	47.9
Boxed	9	18.8
Pinched	5	10.4
Kicked	5	10.4
Spanked by belt	2	4.2
Kneeled on salt	2	4.2
Injured	1	2.1
Chained	1	2.1
Total	48	100.0

According to Sheldon Glueck and Eleanor Glueck (1950), delinquent boys often have fathers who are over strict in their discipline or fail to apply any discipline or mothers who fail to apply good supervision over them or do not pay attention to their children. In addition, a home that has no feeling of being together, disunited in doing things as a family is vulnerable to child delinquency. Being reared in a dysfunctional family is rated as the greatest risk factor for behaving in violent ways or becoming a victim of violence. A dysfunctional family is a family in which feelings are not expressed openly and honestly, coping skills are lacking and family members do not trust each other. Violent behavior is usually learned early in life by observing the ways parents and other adults act. Children who have observed violence begin to show aggressive behavior at an early age. When children are treated in harmful ways, they are more likely to become juvenile delinquents (Meeks et al., 1995).

The most important factor that leads to juvenile delinquency seems to be the kind of parenting a person received. Parents of juvenile delinquents often lacked skills on how to raise children. Parents who lack parenting skills often are unable to set guidelines for their children's behavior. They may not know how to get their children to do what they supposed to do. They may attempt to get their children to do what they expect them to do by using force. Their children learn this way of dealing with others. When children watch their parents behave in violent ways, they are more likely to be violent when they are frustrated. Often, parents who have violent behavior allow their children to treat other children in harmful ways. They allow their children to push, kick, fight, and call other children names (Ibid).

Related Information Being CICL

Where Stayed During the Apprehension

On the whole, 4 in 10 CICL respondents stay with complete parents during apprehension and 3 in 10 cases also live with single parents (either with mother only or father only), 2 in 10 cases stayed with their

relatives, grandparents etc., and 1 in 10 cases are with friends. The usual reasons cited for not staying with both parents are parental separation, one parent already cohabited with someone and stubbornness.

Times Apprehended for Committing Offense

The majority comprising of 31 cases or 86.1% said that it is their first time to commit an offense. There are 2 cases (5.6%) who have been apprehended twice and 3 cases who were caught 3-5 times already. This means that around 15% of the CICL respondents are repeat offenders.

Table 4.7. Times Apprehended for Committing an Offense

Response	Total	
	N	%
1	31	86.1
2	2	5.6
3	1	2.8
4	1	2.8
5	1	2.8
Total	36	100.0

Offense Committed

The top offenses committed by CICL respondents are the following: theft (17 or 40.5%), drugs (10 or 23.8%), rape (5 or 11.9%), murder (4 or 9.5%) and child abuse (2 or 4.8%). Theft has been predominantly reported both by the highly urbanized and least urbanized cities in the region. Drug-related offense is distributed across all the cities which is a reflection of the proliferation of drug problem in the Philippines. What is noteworthy is the involvement of the juveniles in heinous crimes like rape and murder at a very early age. In fact, the secondary data collected in the region indicate the alarming increase of the incidence of heinous crimes committed by CICL.

Table 4.8. Offense committed

Response	Total	
	N	%
Rape	5	11.9
Theft/Stealing	17	40.5
Drugs/shabu	10	23.8
Rugby	1	2.4
Rugby, curfew, stealing	1	2.4
Child Abuse	2	4.8
Murder	4	9.5
Killed someone by vehicular accident	1	2.4
Homicide and Frustrated homicide	1	2.4
Total	42	100.0

Of note is the semblance of the findings in this study with the research conducted by Banaga (2014). Two of the most common crimes she mentioned which is also predominant in the major Philippine cities, specifically Metro Manila, Cebu City, and Davao City are crimes against property like theft and drug-related violations. The most common drugs involved are shabu and rugby (Bañaga, 2004). In Nigeria, Okagbue (2010) also found out that stealing/burglary (57.3%), assault/fighting (9.7%) wandering/truancy (8%), murder/

manslaughter (4.9%), illicit drug use (1.7%), prostitution (0.9%) and rape (0.3%) were the crimes committed by youth offenders in his country.

The Companions in Committing the Offense

There are 4 in every 10 CICL respondents who made a crime with companions, where their friends (80%) stood as their accomplice. The other people who were also involved were clan mate, neighbor, or younger brother. Also, most of their companions were apprehended and the rest were not. The latter were all able to flee out of the crime scene and went to other places in the Philippines. One CICL said that "he was the only one being identified in committing the crime" so he was the lone person being apprehended.

Furthermore, 75% of their accomplice were generally older than them. They are called by the children in several names like "uncle", *manoy/kuya* (literally means elder brother), and *ate* or elder sister. According to the FGD participant, "the crimes which usually involved companions are the following: illegal drugs, substance inhalation, snatching, gang riot, theft and robbery".

Age When First Offense was Committed

The CICL respondents started to commit crime at the age of 15 (12 cases or 26.7%) which is also the mode in the distribution. Those who are also 16 years old comprise 11 cases or 24.4%, 9 cases (20%) for 17 years old offenders, 8 cases who are 14 years old, and 5 cases (11.1%) for those in ages 12 and 13 at the time of their commission of the offense.

On the other hand, one of the 3 cases of repeat offenders started doing illegal activities at the age of 8 and repeated to do other crimes when he was 13, 14 and 17 years old

Based on the information provided by the FGD informants, children at certain age brackets would do certain delinquent activities: for children with ages 6-12, they are involved in public disturbance and substance inhalation; ages 7-15 are engaged in drug addiction like taking marijuana; ages 8-15 already do snatching, pick-pocketing, shop lifting and substance abuse; ages 12-15 can already conduct a hold up, prostitution, gang recruitment; 15-16 do human trafficking or rape, and 15-20- are daring enough to commit robbery and murder.

Table 4.9. CICL's Age When Committing the First Offense

Response	Total	
	N	%
12	1	2.2
13	4	8.9
14	8	17.8
15	12	26.7
16	11	24.4
17	9	20.0
Total	45	100.0

Reason for Committing the Offense

When asked about the reason why they committed the crime for the first time, the modal response was that they were being influenced by friends (10 cases or 25%). It is followed by the temptation of having no money (7 or 17.5%); experiment or curiosity and vices with 6 cases each; being threatened or fuelled by revenge (5 cases), having been accused (3 cases), accident/unaware (2 cases) and ordered by leader (1 case).

Table 4.10. Reason for Committing the Offense

Response	Total	
	N	%
Temptation/ no money	7	17.5
Accused	3	7.5
Experiment	6	15.0
Threatened/ revenge	5	12.5
Influenced by friends	10	25.0
Vices	6	15.0
Ordered by leader	1	2.5
Accident / unaware	2	5.0
Total	40	100.0

The report of FGD participants also indicate that parental factor is significant in the commission of juvenile offense. One observation cited is the lack of parental guidance to check on the behaviour of children, especially vagrancy. However, the most alarming side is that some parents from poor families even encourage their children to steal junks (*didang*) to support the economic needs of the family. The CICL may start to do *didang* or steal less valuable properties and this repeated behaviour will eventually lead the child to become a seasoned thief. Children also serve as front-liners in crime because the parents know that minors are not imprisoned for committing a crime as enshrined in RA 9344. A participant shared that "a parent consented to the child's involvement in stealing a part of a heavy equipment (crane) and even extorted money from the owner of the crane who failed to prove that the child was involved in the crime ".

The study of Etemadi et al. (2004) in Cebu City also pointed out the contributing factors to delinquency: the family where the parents cannot sustain the economic needs of the family and the social environment: the role of delinquent peers and the presence of illegal activities in the area where the children are raised. The study of Fernandez et al. (2014) and that of Bruno et al. (2014) also pointed the factors identified by Etimadi et al. (2004) among the CICL in Iligan City who are detained in Iligan City jail and *Bahay Pag-asa*.

It was also gathered from the FGD participants that children who are involved with gangs or are having friends who are delinquents will eventually become delinquents. Gangs are involved in vices, drugs,

violent behaviour and vagrancy which will be acquired by a newly recruited member. Hirschi (1969) identified the role of peers in the process of becoming a delinquent. Delinquent acts are usually committed with companions, usually delinquent friends. Three-fourths of those boys have four or more close friends who have been picked up by the police for committing delinquent acts in the previous period, while only slightly more than one fourth of those with no delinquent friends. In the language of Alampay (2006), "Adolescents are more susceptible to peer influence than are adults".

In the assumptions of the differential association theory, "the earlier we are exposed to criminal definitions, the more often we are exposed to them, the longer they last, and the more strongly attached to those who supply us with them, the more likely we are to commit criminal acts when opportunities to do so arise" (Walsh, 2012, p.7). This means that becoming a hardened criminal, as in the case of the few CICL respondents who committed heinous crimes, develop out of the frequency and duration of association with peers doing criminal activities.

CONCLUSIONS

The CICLs are generally male and have low level of education, much lower than the educational levels of their parents. Although more CICL are living in urban areas, it was noted that even a city with low level of urbanization have considerable number of youth offenders in the region. They come from families with more number of children and poverty is their number one problem.

Despite indications that majority of CICL live in favorable home conditions characterized by love, care, respect and attention, but a third of them live in unfavorable home situations governed by conflict, absence of love, attention and care of parents. The fragile structure of their families coupled with parental separation make these children vulnerable to delinquency as they are forced to engage in criminal activities such as snatching, shoplifting and got involved in illegal drugs trade just to eke out a living.

These children admitted to have received discipline mainly from both parents, specifically physical in nature. But the bad influence of violent behavior observed at an early age may predispose these children to use violence in their later years. Parenting skills are necessary to guide the children develop positive behaviour and shy away from any form of delinquency. However, parents may also become the culprit in the formation of delinquent behaviour among the respondents as they tried to prod their children to steal to help

the family. Thus the implementation of RA 9344 that aims to correct delinquent behavior of children may suffer from structural impediment because of this mentality. Children's moral definition is further obscured due to wrong parenting which takes advantage of the impunity of the children to legal obligation under the law.

As found out by the aforementioned studies (Banaga, 2004; Okagbue, 2010; Etimade et al., 2004; Templa et al., 2004), the most common type of offense committed by CICL are crimes against property like theft, drug-related violations and crime against persons like rape and murder. Property-related crimes especially theft and robbery reflect the phenomenon of social deprivation on one hand among the violators versus the affluence of the much privileged class. Deprivation will explain why the CICL are tempted to commit a crime. Moreover, in this study, the differential association theory of Sutherland is manifested in the reason why the CICL committed the offense because of the influence of peers and their engagement of vices. These peers become their accomplice in their commission of the crime.

RECOMMENDATIONS

For Policy recommendations, the following are advanced:

1. Since the family is the basic unit of society, intervention programs involving parents and children shall be targeted at the household level or a "household approach".
2. Parents proven to have done parental neglect or use children for nefarious purposes shall be held liable for the misbehaviour of children and shall be accorded corresponding penalty.
3. Enhancement of parental skills shall be incorporated in livelihood and poverty alleviation programs of the government which shall be implemented at the barangay level.
4. Intensify implementation of adult literacy classes to deviate attention of out-of-school youth from their delinquent friends and focus on more productive career-enhancing activities.
5. Periodic assessment and monitoring of the implementation of RA 9344 especially as regards infrastructure support, personnel adequacy, legal follow-up and monitoring of CICL after- care activities.
6. The funding support required for the CICL can be intensified with more external linkages that will enhance or foster their employability skills after rehabilitation.

CITATION AND REFERENCE

Banaga, W. T. (2004). Breaking Rules: Children in conflict with the Law and Juvenile Justice Process the Experience in the Philippines. Save the Children UK.

Banham, K. M. (n.d.), Factors Contributing to Juvenile Delinquency. Retrieved from

http://scholarlycommons.law.northwestern.edu/cgi/viewcontent.cgi?article=2038&context=jclc.

Bruno, J.G., Nalzaro, G.T., Mangkit, J.A. (2014). Life History of the Juvenile Delinquents in Iligan City Jail. Unpublished Study. MSU-Iligan Institute of Technology, Iligan City.

Fernandez, A. M., Jabla, A.M., Mamailao, R.B. (2014). Families Under Social Pressure: Life-Stories of Children-in-Conflict-with-the-Law from Bahay Pag-asa. Unpublished Study.MSU-Iligan Institute of Technology, Iligan City.

National Statistics Office. (2013). Philippines in Figures 2013. Retrieved form https://psa.gov.ph/sites/default/files/2013%20PIF.pdf

"Patterns and Trends in Juvenile Crime and Juvenile Justice." Institute of Medicine and National Research Council. Juvenile Crime, Juvenile Justice. 2001. Washington, DC: The National Academies Press. doi:10.17226/9747.

Philippine Statistics Authority. Regional Statistics Services Office 10 Northern Mindanao. Retrieved from http://www.nscb.gov.ph/ru10/.

Republic Act No. 10630, October 3, 2013. Retrieved from http://www.gov.ph/2013/10/03/republic-act-no-10630/pdf.

Sabangan A.C. (2011). Children in crime: Cracks in the country's juvenile justice system. Retrieved June 2, 2015, from http://interaksyon.com/article/14780/children-in-crime-cracks-in-the-countrys-juvenile-justice-system.

Scott E. and Steinberg L. (2008). Adolescent Development and the Regulation of Youth Crime (in the Future of Children: Juvenile Justice). Volume 18, Number 2. Retrieved from https://ccoso.org/sites/default/files/import/Adol-dev-and-reg-of-crime.pdf.

Shoemaker, D. J. (n.d.). Male-Female Delinquency in the Philippines: A Comparative Analysis. Youth Society March 1994 vol. 25 no. 3 299-329. doi:10.1177/0044118X94025003001.

Shoemaker D. (1997). Juvenile Corrections in the Philippines Vol. 24. Virginia Polytechnic Institute and State University.

Sullivan T.J. and Thompson K.S. (1991). Introduction to social problems (2nd edition). Macmillan Publishing Company.

Templa, M. F. (2004). Understanding Children in Conflict with the Law. A study of Situation of Children in Conflict with the Law in Davao City. Save the Children UK.

Walsh, A. (2012). Criminology. Thousand Oaks, California 91320: Sage Publications, Inc.

Welsh B. and Siegel L. (2010). Juvenile Delinquency: The Core. 4th Edition. Cengage Learning.

Ong, H. (2004). The Family. Retrieved June 5, 2015, from: klh.azi.org/dp5027.pdf.

Internet sources

Retrieved May 26, 2016, from

https://www.google.com.ph/maps/preview

Retrieved May 24, 2016, from https://www.google.com.ph/search?q=map+of+region+10-northern+mindanao.

The Political Economy of Public Policy in the Field of Education (Case Study Educated Unemployment in Indonesia)

Dr. Hamdan, M.Si.[1]
Dr. Agus Muchsin, M.Ag.[2]
[1]Email: hamdaniisip@gmail.com
Rector of the Institute of Social
and Political Sciences (IISIP) Numford Biak, Indonesia
[2]Email: maesuramaesura@yahoo.co.id
Lecturer at State Islamic Institute (STAIN) Pare-Pare, Indonesia

Abstract

The attention of the government, experts and observers of education was called to reformulate the public service policy in the field of education through various forums. These forums enable them to look at the complexity of the problems of education in Indonesia at this time, particularly the problem of unemployment among graduates of higher education (educated). The literature presents and discusses the findings of the experts INDEF three decades ago and the ideas of the education experts in Biak Numford together with the participants from relevant agencies (IISIP Biak, 2015). The results of the discussion indicated that the political economy of public policy in education highlighting the problem of educated unemployment in Indonesia is still the focus and locus of the study and is still important and relevant today. It further revealed that the number of unemployed educated majority come from the social and cultural disciplines inviting a wide response, both from the high officials and the public. The Ministry of Education and Culture is considered most responsible for the realization of the concept "link and match" the target of accusations of causing the large number of educated unemployment. Therefore, it was recommended that the "incentive structure" for the education community (educators / teachers, religious teacher or lecturer and academic staff / employees) be improved through the enhancement of the real sector, keeping the relation between institutional / educational bureaucracy in order to avoid the process of involution, reform of higher education that will adjust to the demands of business and industry, as well as streamline the coordination, synchronization, and inter-agency simplification in addressing unemployment which is multi-dimensional in this era of the ASEAN Economic Community (AEC).

Keywords: Political Economy, public policy, unemployment.

INTRODUCTION

Political Economy of public policy in the field of education, particularly in the context of educated unemployment (Theodoropoulou, 2008), is always an interesting topic at various scientific forums. Therefore, Mr. Wardiman Djojonegoro agreed that the educational institution becomes the cause of the large number of educated unemployment. According Wardiman, the factors that determine whether graduates of educational institutions (Universities) ready or not ready is a businessman (Kompas, November 8, 1986).

Educational institutions only provide supplies when graduates later work and not to prepare the workforce. Nevertheless, Wardiman believes that there is a need to increase the amount of labor scholars from 3 percent to 10 percent, so that the added value of the Indonesian economy can also be increased (Voice Reform, December 18, 1996). In fact, by the end of the Five-Year Development (PELITA) VII, the government expects that the number of college graduates (PT) has doubled. Efforts will also be undertaken by the Ministry of Education, some of these efforts are to reverse the ratio of the discipline of the social sciences and the exact sciences. The original composition is 70: 30 to 30: 70 and by adding the number of polytechnics, hopefully this program can reverse the pyramid composition of the workforce.

According to Rachbini, et al. (Institute for Economic Development and Finance / INDEF, 1996: 2), anxiety among the various parts of employment problem is not because the majority of labor force is not ready to face the free trade of the era. The concerns are on the overflow of labor force from foreign countries who qualified and is expected to displace domestic employment. Competition is expected to occur at all levels and types of work. Thus, a necessary strategy and appropriate policies should address this problem so that "Indonesian workers will be accommodated in their own country," otherwise they will be servants in foreign countries. However, hasty reactions from various groups show a lack of a common vision and understanding of employment issues being faced by Indonesia until today. Therefore, the concern is not the right solution for such kind of response.

To avoid the ineffectiveness of the solutions offered in addressing the problem of educated unemployment in Indonesia, the government together with the public and business sector (industry) need to apply creative solutions to provide new jobs to job seekers, especially in the era of the ASEAN Economic

Community (AEC) today (Akib, 2015). Based on data obtained from Indonesia Investments (2016) it is clear that, in the year 2010 to 2015, the unemployment rate of the labor force in Indonesia showed an increasing but fluctuating trends. In 2011, there was an increase from the previous year, but in 2012 and 2014, a decrease was observed from the previous year. In 2015, Indonesia experienced an increase in unemployment.

Indonesia Reports Investments (2016) explains that one of the characteristics of Indonesia is high unemployment faced by young workers aged 15 to 24 years. Students who had just graduated from university and vocational and secondary school students are having trouble finding a job in the national labor market. Almost half of the total workforce in Indonesia only has a primary school diploma. The higher the education the lower the labor force participation in Indonesia. Nevertheless, in recent years seen a change in the trend: the share of higher education diploma holders getting bigger, and the share of basic education diploma holders wane. Based on this phenomenon, this article aims to explain the political economy of public policy in the field of education, particularly in the case of educated unemployment in Indonesia.

LITERATURE REVIEW

Political Economy of Public Policy

Based on the analysis of secondary data on the re-actualization of the content of education policy and employment nationally in Indonesia (Law No. 13 of 2003 on Employment), an alternative thinking was made about the political economy of public policy, particularly in the field of education and educated unemployment (Rachbini et al, 1996; Theodoropoulou, 2008). In fact, formulating education policies cannot be separated from the background of the political structures and institutional factors underlying from which the policy was born. A result shows that usually some policies are efficient, effective, and economical, but have evolved into a political decision, because it is colored by the interests of the political environment that determines the pattern of operation, characteristics, and the performance / performance of the actors involved.

The performance of the actors involved will determine whether they can handle the problems of education. This means that there is a performance trade-off between the political environment and the external environment in terms of the education policy. In these conditions, it is also clear that there is a coherence between the education policy with economic and political dimensions that affect the policy.

Conceptually, a political economy approach is a formal label that can be applied to a variety of public policy issues. For example, studies on the measurement of cost and benefit that is caused by the specific structure of the policy or decision making (Stainland, 1985: 2). Stainland added that the main stream of new political economy is more relevant and philosophically aggressive approach. "New" approach is intended to apply assumptions, language and logic of neo-classical economics to understand political behavior, as well as decision-making, both in the public sector and the private sector. For some social science thinkers, political economy analysis method is often understood as economic politics and economic theories are used to explore various political issues.

The rationale for this theory is that political events always imply the actual economic process or behavior of economic actors in the face of a particular process or political events (Haryadi, 1990). Meanwhile, for the political economist as Kuntjoro-Jakti (1991: 5) and Rachbini (1996: 17, 43), the reason is because the political economy could be a "bridge" to understand the reality and economic processes relating to the political process, so it is a convergence (Akib, 1997) or the synergies between the two (Rachbini, 1996). Therefore, if visualized, it will appear as an integration and interaction (Frey, 1978: 9; Caporaso and Levine, 1993: 7; Alt and Chrystal, 1990) or intersection (Yamamura and Yasuba, 1987: 35) between the two.

In order to obtain a common understanding of the meaning of political economy, then the following expert opinion is introduced. Kuntjoro-Jakti (1991: 5) states that the political-economic analysis method is an implementation approach which is based on economic theory to understand political phenomena. In short, the economic theory of politics. Meanwhile, economic policy analysis methods can also be said as the application of the approach stems from the way political theory for understanding economic phenomena. In short, the political theory of economics.

Kuntjoro-Jakti (1991: 3) states that, despite the political economy approach, it is considered inferior to the method of pure economic analysis (pure economics) because the analysis is considered less rigorous (sharp), but in practice, it is also evident limitations of economic theory purely because it is not able to delineate institutional social reality in society that brought in the current economic problems. In addition, pure economic science is only able to see the indicator on the surface, without being able to reach more realistically

in the root of the problem occurred. This phenomenon is more obvious because economists, generally more concerned about the development of macro-economic analysis of fiscal and monetary policies, as well as economic development.

Despite the obscurity of meaning and weaknesses in terms, but the discussion by using the approach of political-economic analysis is carried out by a number of economists. The goal according to Gilpin (1987) is to formalize the study concerned with the economics of public policy, by asking political questions about who benefits, who loses from the policy, and how the process (Haryadi, 1991: 14). This view is consistent with the theory of economic regulation by Stigler (in Rachbini, 1996: 130) who explains who benefits and who bears the brunt of the existence of a regulatory or economic rules issued by the government.

Articulation Role of Government

In every activity of governance, development, community empowerment, and public services, including in economic activities in a country, either on the system of capitalism and socialism, the government is always expected to play a very important role, minimal in carrying out the regulatory function, the function of equalization, distribution functions, and control functions. This reality is described by Adam Smith (1776), which states that, basically the government of the country has three main functions, namely: 1) maintain internal security and defense, 2) conduct judiciary, and 3) provide goods and services that were not provided by the private sector, such as roads and dams (read in Yay, 2010).

Similarly, during this reality, which in the era of the modern economy, none of the capitalist state is able to run purely capitalist system. The question is why the government needs to play a particular role in the economy of a country. The next question is whether or not it's better if it were left entirely to the economic activities of the private sector, or the market mechanism. Answers to questions like these are explained by Adam Smith. According to Smith, in a capitalist economy, someone will do the things that are considered to meet the interests or the best for himself. In any transaction/ activity that is done, each individual will perform activities that are in harmony, that seemed to have been set by "the invisible hand" of the unseen. Thus, it would seem that the scope of government activity being very limited or restricted, are just a few things or activities that cannot be done by the private sector. The role of government as it is getting "less" in line with the demands and the spirit

of "Reinventing Government" by Osborne and Gaebler (1992), which states that the role of government in the economy just as a director, not a player (steering but not rowing). In other words, in this case the role of the government is required when there is market failure.

In fact, the principle of economic freedom such as this often face a variety of conflicts of interest, because of the lack of coordination and synchronization of harmonious inter-actor interests or the interests of each individual. For example, the interests of employers are often incompatible with the interests of employees and even contradictory, can create different conflicts of interest. In this case, of course, the government must carry out the functions and roles, so naturally the government has a role and the authority to regulate, repair or direct the activities of the private sector. The private sector is also unable to overcome the global economic problems, so the economy will not run by itself fully. Based on this insight, in a system of a modern economy, for example in the case or the problem of unemployment, the role of government can be classified, at a minimum, into three categories, namely: 1) the role of the allocation or reallocation - in allocating economic resources and human resources in various fields and sectors of productive activity, 2) the role of distribution - the ways and means to distribute the labor force that has the knowledge and expertise in various fields and types of activities, and 2) the role of stabilization - by arranging so that the workforce be distributed proportionately and professionally (Yay 2010; Reich, 2010).

Role Resource Allocation

Private goods (private goods) is the availability of goods that can be met by the market system, namely through the transaction between the seller and the buyer, but not all people's needs for goods and services can be provided by the private sector. Goods and services that cannot be provided through the market system will cause the failure of the market (market failure). The market system cannot provide certain goods and services, because the benefits are not only enjoyed personally but also by others. An example of these goods and services is cleaning the air, river or sea, and so forth. Air or water contaminated by pollution causes various diseases. Everyone suffers the negative effects of dirty and smelly air, river or sea water but nobody wants to buy a tool to clean the air, river or seawater. Instead, the community is taking advantage of the water by poisoning or dynamite, as the case shown in the print media or electronic media. The reason is when somebody bought an air purifier or

cleaner, it is not only he who enjoys air or clean water but also the others in the vicinity. He cannot prohibit other people to inhale or take fish or use the water that has been cleaned.

Based on the illustration above, it can be said that the market system has failed to provide goods and services that do not have the nature of an exception for others to enjoy these goods. For example, when someone buys a flip, then that person can exclude other people to wear them. So, someone will buy these sandals when needed. However, in the case of public goods, a person would not want to clean the air and river water or sea water, even if that person requires air or water, because it will not exclude other people who also have the benefit of air or clean water. Therefore, the public goods provided by the government for reasons of market system fails to accommodate through "market mechanism".

The next question is, how much the government should provide public goods? Should large government budget be provided to provide roads, defense, security, public order, justice, and so on? Given that the case of public goods are a matter of setting the value of A, then the payment for the supply of such goods can not be done with the voting system (voting). In a voting system, everyone will be trying to use their rights, so that the results are as preferred. Results of voting itself, is not going to please everyone, because certainly there are those who are satisfied and vice versa, there are those who feel aggrieved. But by using certain criteria, the results of the voting will be close to completion of an efficient coordinated market mechanism.

Role of Distribution

The role of government in the allocation of economic resources is to keep the allocation in an efficient, effective, and economical. Another role of government is cultivated as a tool distribution of human resources and sources of income. The success of the distribution of resources and sources of income depends on the ownership of the factors of production, demand or supply factors of production and labor, as well as the ability to earn income. While the ability to earn an income for a person (the labor force that works) is determined by factors of education, talents, skills, and so on. Ownership of the factors of production as a source of revenue depends on the demand factors of production and the amount offered by the owners of the factors of production. Meanwhile, supply and demand determine the price of the factors of production are concerned. Finally, market factor is strongly influenced by the level of technology

to produce labor-intensive goods, so the demand for labor is relatively larger than the demand for capital.

The distribution of income generated by the market system is often deemed unfair by the public. In economics, the issue of justice in the distribution of income is a very complicated because the issue of efficiency is sometimes not appropriate to the problem of justice. Changes in the economy is efficient, if changes were made to improve the state of society or community and is done in a way that does not aggravate the situation of other groups. It is of course difficult, as no action of man that does not affect others, either positively or negatively. For example, the government's policy to protect the domestic labor force to protect the entry of foreign workers or workers from abroad. This policy protects the domestic labor force from overseas competitors, but on the other hand can also inhibit the transfer of technology and foreign investment, which experts in the field often come together.

Role Stabilization

The Government has a major role as a stabilizer of the economy. Disruption in one sector will certainly affect the other sectors, and will ultimately lead to the creation or increase in unemployment and the disruption of economic stability. The solution, in which first suggested by Keynes is the government intervention (in Keynes, 2009). However, the government's role as an allocator of economic resources, the distribution of income and economic stability may cause conflict among the government policy. For example, there is a view that economic growth will be achieved when the public investment increased ("development hypothesis view"). In general, the investment made by the rich by saving more than the poor. If the government wants rapid economic growth, the domestic private funds to be mobilized as much as possible. This means that the rich, who are potentially very large as the locomotive of national investment, should be taxed at a lower, as incentives to save and invest more. However, the imposition of lower taxes on the rich, so it is relatively lower than that charged to the poor, is clearly contrary to the principle of proportional taxation, being intended to promote economic growth. Therefore, even if the three functions of government could theoretically be separated, but in reality, it is not. These implies that employment policies tackling unemployment must be determined after careful consideration of objective and rational aspects that accommodate various other functions.

DISCUSSION

Theoretically, the relevant political economy approach is used to analyze and explain the determination of the political process in Indonesia education policy, including policy implications on the performance of actors involved in the management of educated unemployment problem at various levels and sectors. Presented below are the latest data on the ratio of the amount of labor (labor force) by the number of unemployment in Indonesia.

Data from BPS (2016) shows that the trend is the amount of force (workers) working in Indonesia in 2010-2015 has increased and it fluctuates. In 2011-2012, total employment increased, but in 2013 the number has decreased. Furthermore, in 2014-2015 the number of workforce again showed an increase. The assumption is that the more the labor force working more productively may better the quality of a nation. It is inversely proportional to the data of unemployment, as more and more force is unemployed, the more unproductive and quality of a nation tend to be less good or decreased. Similarly, these assumptions may apply to the labor force in Indonesia, both working and unemployed, as the data will be presented below.

Based on data, in 2010 to 2015, the unemployment rate of the labor force in Indonesia showed an increasing and fluctuating trend. In 2011, there was increase from the previous year, but in 2012 and 2014 there was a decrease compared to the previous year. And in 2015, Indonesia had an increase in unemployment. Information from Indonesia Investments (2016) states that one of the characteristics of Indonesia is the high unemployment faced by young workers aged 15 to 24 years, much higher than the average rate of unemployment nationally. Students who had just graduated from university and vocational and secondary school students are having trouble finding a job in the national labor market. Almost half of the total workforce in Indonesia only has a primary school diploma. The higher the education the lower the labor force participation in Indonesia. Nevertheless, in recent years, there was a change in the trend: the share of higher education diploma holders getting higher, and the share of basic education diploma holders diminishing (Indonesia Investment. 2016).

Table 5.1. Employment and Unemployment in Indonesia (millions)

	2010	2011	2012	2013	2014	2015
Manpower	116,53	119,40	120,32	120,17	121,87	122,38
Works	108,21	111,28	113,01	112,76	114,63	114,82
Unemployed	8,32	8,12	7,31	7,41	7,24	7,56

Basically, the problem of unemployment can be traced, among other things, one of which is the government's efforts in the early New Order to fight against ignorance and illiteracy through education programs, both formal and informal. On the ground level, it can be seen that the basic education program of six (6) years by way of the development of Presidential Instruction Elementary School (SD Instruction), and on a large scale in various corners of the country are now followed by Indonesia and compulsory education of nine (9) years. Meanwhile, informally, the government also organized education forum through group study (Chase), either Packet A, B, or C. The program managed to reduce drastically the number of people who are illiterate. Its success is not only at the primary level, but also at the level of higher education. In fact, the reality is striking as there is an increasingly large number of scholars produced by public and private universities. The number of graduates is not accompanied by the large amount of demand for labor at the undergraduate level, so as to create an undergraduate unemployment.

Unemployment scholars will be increasingly widespread in a "domino effect" if education is not handled effectively. That is, with increasing income levels in recent years, number of people will send their children to a higher level, so this may result to not only unemployment among undergraduates (S1), but also graduates in Masteral programs (S2) or Doctoral programs (S3). If that happens it will be difficult for the government, because it is like a "time bomb" that would explode in the future.

The problem of educated unemployment has multiple dimensions related to demand and supply of educated labor, as well as government policies that govern them. Although the Ministry of Education and Culture reject the institution as one source of the problem of unemployment but the result of the interaction between demand and supply of labor that resulted in the issue of unemployment of the educated citizens put the higher education system in a questionable position. On the supply side, the college system is not the only factor causing the unemployment of the educated, but also the product of the design of the education system as a whole. Regardless of the intensity of the contribution of higher education system in this matter, Mr. Wardiman statement may be very naive to eliminate the link between PT with unemployment scholar.

The education system is certainly not the only factor responsible for this problem. Labor demand

should also be questioned. The problem of unemployment among the educated in the business world demand accountability, but also feels very naive than the demand for accountability among employers without serious understanding on the strategic environment that gave birth to the world's response effort, which in turn is considered the cause of educated unemployment. Therefore, policies and strategies for educational development should also be questioned, let alone with an allocation of the education sector in the State Budget (APBN) is relatively small when compared with other countries.

Education system

Indonesia's economy is growing at rapid dynamics in turn spawned new jobs with high skill levels. Labor demand (SDM) with a higher level of expertise is in fact a feature of the future economy that is expanding rapidly toward modernization. However, the dynamics of this kind is likely to receive less response from the government in the last decade, because it is "mushrooming" PT private - which was only an Institute of Exercise Private (LLS) is expandable - quality rated inadequate, as reflected in the number of graduates which grew rapidly in large numbers, but with the insight and level of skill and proficiency that is sometimes questionable. Therefore, the Indonesian education system still faces serious problems.

Rachbini, et al. (1996) and education experts highlighted some of the problems the education system in Indonesia today. The first is the issue of quality. It is undeniable that the graduates of upper secondary education (high school) who are interested in entering the PT grew rapidly, due to the system failure of Vocational High School (SMK), before applying the dual education system. Today, a number of State Universities (PTN) that is estimated to be only able to accommodate about thirty percent of high school graduates who enter the PT, the rest were accommodated by Private Higher Education (PTS) which amounts to more than a thousand. Responses of the private sector in participating in education is commendable, because in developed countries in general, PTS was the one who actually gave birth to qualified scholars.

Second, a mis-match with the labor demand side. Graduates of educational institutions from year to year grow by leaps and bounds. However, the world of work and the various fields of economic activity still has a shortage of experts, and the supply of PT is very limited. There are areas of expertise that is required and is not responded normally by

the institution, especially by PT, so on one side there is a surplus of University graduates who are unemployed while the number and growth of the needed expertise is relatively huge.

Third, higher education systems are unlikely to give autonomy to the PT. With the centralized curriculum, it is difficult for PT to respond to the dynamics of labor demand. In fact, the allocation of the number of students in the determination of a department or program is also determined uniformly and centrally. As everything happens, the granting of autonomy from the central government to the provincial government and district / city, it seems that it swept the world of education (high).

Alternative thinking

Some thoughts offered by the experts INDEF (Rachbini, et al. 1996: 7) may be relevant as these are suggestions to fix the problems of educated unemployment.

- Improvements in the 'incentive structure' for the workforce through the improvement of the real sector. Important ideas in the elimination of economic policies that provide opportunities for rent seeking.
- Relationship bureaucracy in order to avoid the process of "involution". At this time, the public sector (government) become a safety valve for the employment of graduates of PT. Meanwhile, the ability of public sector spending, particularly for labor, is increasingly limited. In the case of the Coordination Meeting of the Coordinating Ministry for People's Welfare, it called for each department or ministry to increase employment among scholars. This appeal further accelerates the process of involution in the public sector. On the other hand, the bureaucracy is perceived increasingly as the main obstacle that hinder the development of the business world. Therefore, bureaucracy (public sector) need to be sterilized in order to avoid the process of involution. The solution offered is precisely contrary to the demands of today, that the government will reform the public sector. Without public administration reform, then surely the practice of KKN (corruption, collusion and nepotism) will become more prominent (mal-practice management of the state).
- Ideas about the need to reform the higher education to adapt to the demands of the business world (link and match) has long been ejected. Curriculum, education, job descriptions, as well as all aspects of systems and processes

demanded a "revitalization", to be closer to the demands of (market) work and development. Reforms are needed on the overall system components including: (a) reform at the federal level (Ministry of Education and Culture); (b) reform at the micro level, the educational institutions (colleges). The most important aspect in this case is the granting of autonomy to educational institutions (PT) to be more flexible and dynamic in following the rapid changes taking place. In the midst of the demands of university autonomy, it does not mean that the government should lose a role in the higher education system. In this context, the government must provide direction and regulations guaranteeing the quality of the outcomes of the education agency (PT), while still exercising control in execution. Today, touches have been widely granted to PTN. Meanwhile, the biggest portion of the PT is managed by private universities (PTS). Standardization product through the accreditation system which applies both to PTN and PTS, is expected to contribute effectively in addressing and solving the problem of educated unemployment, as well as providing a sense of fairness in assessing the existence of state and private universities; (c) reform of the education agency network development with the business world. Therefore, the development of a systematic and sustainable networks, including the world's corporate responsibility efforts are necessary in the field of education.

- The unemployment problem is multi-dimensional, because it requires a coordination mechanism between agencies more effective. So far, the high official response to the problem of unemployment reflects much of the effectiveness of coordination, both in understanding the essence of the outbreak of educated unemployment, as well as in providing solutions to solve them.

CLOSING

Understanding the phenomenon of educated unemployment from the various reviews, including political economy approach, a constructive step towards the revitalization of the functions of institutions interested in its implementation. Interested agencies, among others, are the Ministry of Education and Culture as the main responsible for education at the supply side (supply), with the world of work / business and industry on the demand side (demand) labor. In addition, policies that regulate and shape the role of government (bureaucracy), also associated

therewith, at a minimum as a safety valve, in addition to carrying out regulatory functions and control functions.

The complexity of the problem of unemployment faced in times of economic crisis and institutional politics today demand reformulation of the national education system. Therefore, experts should present ideas of diverse viewpoints relevant towards better future in the national education legislation and anticipate the problem as well as solutions to educated unemployment.

BIBLIOGRAPHY

Akib, H. (1997). *Political Economy Analysis Fertilizer Distribution Policy in Indonesia.* Jakarta: Thesis at Faculty of Social and Political Sciences, University of Indonesia.

_____. (2015). *"Articulation Institutional Functions In Support of National Competitiveness Facing AEC 2015".* National Seminar paper entitled "The Urgency Basic Policy of State Implementation (PHPN) In Improving Performance State Institutions", organizers Permusyawatan People's Assembly of the Republic of Indonesia (MPR) in collaboration with the State University of Makassar (UNM). Makassar: Hotel Clarion, November 5.

Alt, J. E and Stpsle, K. A. (1990). *Perspectives on Positive Political Economy,* Cambridge University Press.

Caporaso, James A Levine and David P. (1992). *Theories of Political Economy*, Cambridge University Press.

Frey, B. S. (1978). *Democratic Economic Policy*, Basil Blackwell, Oxford.

Gilpin, R. (1987). The Political Economy of International Relations. United States: Princeton University Press.

Haryadi (1991). Economic Development An outline of Theoretical Politics, *Journal of Political Science (JIP)* No. 8, Gramedia Jakarta.

Indonesia Investment. (2016). Unemployment in Indonesia. (Online) http://www.indonesia-investments.com/id/keuangan/angka-ekonomi-makro/pengangguran/item255 accessed 30 April 2016.

Keynes, J. M. (2009). *The General Theory of Employment, Interest and Money*, New York: Classic Books America (originally published by Macmillan, 1936).

Kuntjorojakti, D. (1991). "Political Economy Approach Bridge between Social Studies and Political Science", MPS *Journal of Political Science,* 8, Jakarta: Gramedia.

Osborne, D and Plastrik, P. (1992). *Banishing bureaucracy*.

New York: Addison-Wesley Publishing Company, Inc.

Rachbini, D. J. (1994). *Deregulation Political and Economic Policy Agenda*, InfoBank Jakarta.

_____. (1996). *The Political Economy: Paradigms, Theory and Perspective*, CIDES Jakarta.

_____. (1996). *Educated Unemployment. Political Economy,* paper presented at the Seminar Year End INDEF, Jakarta.

Reich, R. (2010). "Adam Smith and the Role of Government". *Economist's View*, Thuersday, March 04,

Staniland, M (1985) What Is Political Economy, Yale University Press.

Theodoropoulou, S. (2008). *The Political Economy of Unemployment, Labour Market Institutions and Macroeconomic Policies in Open Economies: The Cases of Germany and the Netherlands in the 1980s and 1990s.* London: The London School of Economics.

Law of the Republic of Indonesia Number 13 Year 2003 on Manpower.

Yamamura, K and Yasuba, Y, editor (1987), *The Political Economy of Japan*: Volume 1 The Domestic Transformation, Stanford University Press.

Yay, T. (2010). "The Role of the State in Adam Smith's Thought System and Modern Public Finance Theory: A Comparative Evaluation, *International Journal of Economics and Finance Studies,* Vol 2, ISSN: 1309-8055 (Online), p.87-93.

The Impact of Computer Literacy and Internet Connectivity Program in conflict affected areas of Mindanao[1]

Vellorimo J. Suminguit[1]
Deanna R. Bandayanon[2]
[1]Email: vel.suminguit@cmu.edu.ph
Central Mindanao University
[2]Email: drbandayanon@yahoo.com
Ateneo de Davao University

Abstract

The United States Agency for International Development (USAID) funded the Computer Literacy and Internet Connectivity (CLIC) program in the conflict affected areas of Mindanao between 2003 and 2012. The CLIC Program provided computer units with high speed internet connection to high schools to improve the computer literacy among high school students in conflict affected areas and to demonstrate to the recipient communities that the Philippine and U.S. governments are concerned with the relative lack of economic opportunity available to young people in those areas of Mindanao.

This paper examines the impact of the CLIC Program on students, teachers, and community. Primary data were gathered using survey questionnaires, FGDs, and key informant interviews. Study results show that high school students in conflict affected areas used computer facilities provided by the CLIC Program to conduct research for school assignments, read online news, and view digital images. They were able to perform basic computer operations and use computer software for word processing, mathematical computations, and visual presentations. They also used computer and internet for identifying better schools for college studies and for finding scholarship programs. Their access to computer and internet resources improved academic performance and quality of education.

Teachers in CLIC partner schools claimed that computers enhanced their teaching effectiveness and made teaching tasks easier especially in lesson plan and test paper preparations, multimedia presentations, computation of grades, and doing research online to update the content of their lessons. More than half of the key informants had a favorable view toward the Philippine and US governments. They considered access to information as vital for promoting peace because it broadens peoples' minds and creates positive outlooks

[1] We would like to acknowledge with thanks the United States Agency for International Development (USAID) for granting us permission to use its data generated by the impact assessment of its CLIC Program. Thank you also to the research team from the Institute for Socio-Economic Development Initiatives of Ateneo de Davao University who collected and processed the data (Jocelyn E. Cabo, Roperto Deluna, Jessie Manuta, Elmer S. Mercado, Gina Montalan, Ma. Monica T. Villanueva, and Ma. Cristy Yuson).

In conclusion, the CLIC Program contributed to the improvement of computer literacy among high school students, enhanced teaching effectiveness among high school teachers, and contributed to positive view of the community residents toward the Philippine government and the US government.

Keywords: internet; computer; literacy; Mindanao; USAID

INTRODUCTION

We are now living in a period of human history called Information Age (Bankes et al., 1992), characterized by the use of information technology, especially, among many other things, the globally interconnected computer systems called the internet. While the internet has become a necessity for those who can afford, many Filipinos living in conflict affected areas of Mindanao have no access to it.

The Growth with Equity in Mindanao (GEM)[2], claimed that before 2003, computers and internet simply did not exist in the conflict affected areas either in schools or in internet cafes. This phenomenon of "digital divide" (Dijk & Hacker, 2003), placed students in conflict affected areas "disadvantage academically, in job market, and in their understanding of and connection to the rest of the world – compared to students from other parts of the Philippines" (GEM, 2011).

To improve the situation, the USAID funded and implemented through GEM the CLIC Project throughout the conflict-affected areas of Mindanao beginning in 2003 and ended in 2010. GEM indicated that 91 per of the recipients were Madrasah[3] and high schools, and nine per cent of the schools were elementary schools. After eight years of project implementation and with enormous amount of resources invested in the project, USAID/GEM commissioned a third party to conduct the impact assessment study, with members of the technical team including the authors of this paper.

Objective of the Impact Study

In what way has the CLIC project helped narrow the digital divide between the rich and the poor with regard to access to and use of digital information technology? To find answers to this question, the impact assessment study was conducted to determine if USAID-GEM had accomplished the stated objectives of the CLIC project, namely:

[2] GEM is a multi-faceted program of USAID designed to support the peace process and stimulate equitable economic growth in conflict-affected areas of Mindanao (Berger, n.d.),

[3] Madrasah (pl. madaris) generally refers to a Muslim private school with core emphasis on Islamic studies and Arabic literacy. It is a privately-operated school which relies on the support of the local community or foreign donors, particularly from Islamic or Muslim countries (Boransing, N.D.).

1. To help assure that students in high schools in conflict affected areas of Mindanao developed computer literacy that is often a prerequisite in competing effectively for employment and/or admission to post-high school education or training opportunities; and
2. To demonstrate to communities in the conflict affected areas of Mindanao that the Philippine and American Governments were concerned about the relative lack of economic opportunity to young people in those areas and were prepared to commit resources that could help assure that greater opportunities were available to them.

METHODOLOGY

The study used quantitative and qualitative research methods to generate the needed data. The study team used survey questionnaire as primary data capturing tool, especially data about students' computer literacy, career aspirations, and computer use for social networking and research.

To enrich and validate the quantitative data, the research team employed qualitative data gathering techniques such Focus Group Discussions (FGDs) and Key Informant Interviews (KII).

FGD is a process of collecting textually rich data with a moderator introducing topics of interest to a group of people who have similar backgrounds or experiences to hear from them a range of opinions and ideas about the topic (Mack, Woodsong, MacQueen, Guest, & Namey, 2005). KII is a one-on-one semi-structured in-depth interview of an individual who is considered the most knowledgeable member of the community that can provide quality information about the topic under investigation (Gilchrist, 1992).

Sampling Design and Procedure

The study sample covered CLIC and non-CLIC high schools in conflict affected areas of Mindanao. Using purposive sampling technique, the study team selected 225 out of the 921 CLIC partner high schools and 75 non-CLIC high schools. The research team identified the CLIC partner high schools using inclusion-exclusion criteria such as dates when schools became CLIC partner, geographic area, size of student population, location of schools, security considerations, and whether or not the school received the standard CLIC package.

Non-CLIC high schools were chosen on the basis of their location in conflict affected areas in Mindanao and were also recipients of computer literacy programs from other sources such as the Local Government Units, the private

sector, and national government agencies such as the Department of Trade and Industry and Department of Science and Technology. The respondents of the study were drawn from the population of students, teachers, school administrators, and community stakeholders from these schools using the same purposive sampling technique.

The total sample of the study was 4800, disaggregated into 2239 survey respondents, 2148 FGD participants, and 549 key informants.

The student survey instrument was administered in 225 CLIC schools to a group of 8 to 12 students per school. The total number of student survey respondents was 2,191. While students were answering the survey instruments, two members of the research team conducted FGD in a separate room, far enough not to disturb those who were answering the survey instrument. The FGDs were conducted in all 225 CLIC partner schools. The total number of FGD participants from 225 CLIC schools was 2,148.

The Key Informant Interviews (KIIs) were conducted both in 225 CLIC and 75 non-CLIC high schools. Administrative Officers, Principals or Assistant Principals, Information Technology Coordinators or personnel in-charge of the Computer Laboratory, Computer Teachers, Guidance Counsellors, Head Teachers and PTA officers were some of the key informants. Overall, the total number of key informants was 549.

Distribution of Respondents

The distribution of respondents follows the distribution of the CLIC partner schools in two dimensions, namely: time and space. In terms of time, Table 6.1 shows the distribution of CLIC-partner schools by year and region starting in 2003 and up to 2010. CLIC started in 2003, covering only Region 9 with one school and ARMM with four schools. By 2004, the project expanded to two more regions, adding Region 10 and Region 12. That year, the total schools that benefited from the program reached 78. In 2005, the CLIC Project covered the entire Mindanao, with the addition of three schools in Caraga Region and two schools in Region 11. The year 2006 saw an increase of 56% over 2005 in terms of total CLIC-partner schools, with Region 12 registering the most number of CLIC-partner schools while no new schools were added in Region 11.

The peak of CLIC project implementation was in 2007, when a total of 286 schools received computer resources from USAID, with Region 9 and Region 12 having the most at 86 and 83 respectively. After a year, distribution of computer resources dropped by 85% (253 less schools than the previous year).

Table 6.1. Distribution of CLIC-partner Schools, by Year and by Region

REGION	2003	2004	2005	2006	2007	2008	2009	2010	Total
9	1	13	15	37	86	13	57	13	235
10	0	19	10	16	14	0	5	0	64
11	0	0	2	0	2	2	11	6	23
12	0	9	67	88	83	16	71	5	339
13	0	0	3	2	31	0	0	0	36
ARMM	4	37	22	39	70	12	38	2	224
TOTAL	5	78	119	182	286	43	182	26	921

The year 2009 saw another sharp increase (323%) from the previous year in terms of the number of schools participating in the CLIC program, reaching 182 (139 more schools). The project ended its run in 2010, extending computer resources to 26 schools, the majority of which were in Region 9.

In terms of space, Figure 6.1 shows a GIS-based distribution of CLIC-partner schools all throughout Mindanao. The green dots represent the CLIC partner schools. For its eight-year duration, CLIC distributed computer resources and provided internet access to 921 schools all over Mindanao. According to GEM, this number represents almost all of the public high schools in conflict-affected areas or 62% of the total public secondary schools (1,491) throughout Mindanao.

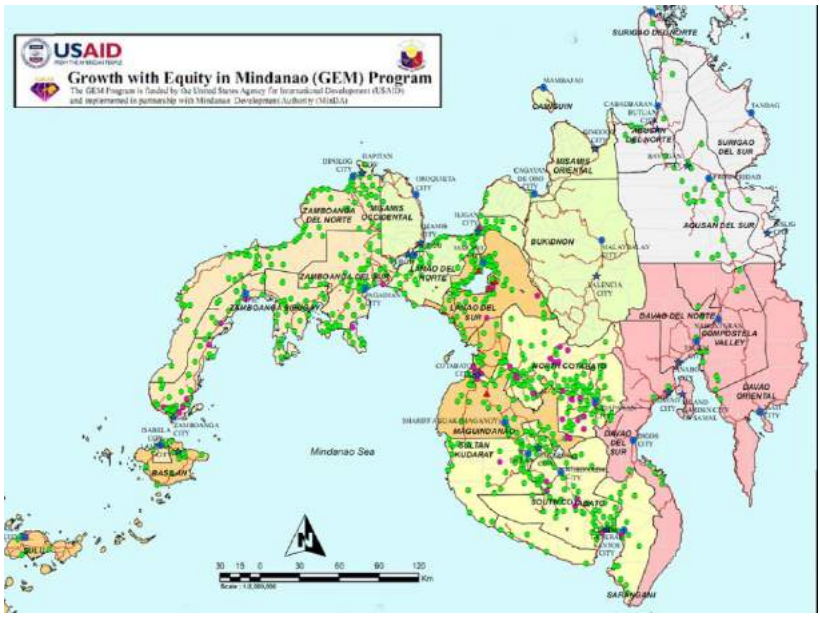

Figure 6.1. Mindanao map showing the distribution of CLIC recipient high schools

Figure 6.2 compares CLIC-partner schools to the total secondary schools in Mindanao during the School Year 2009-2010, the terminal year of the CLIC Project implementation. It shows that Region 12 benefitted the most with 93% of its schools receiving CLIC assistance. This is followed by ARMM (83%) and Region 9 (67%). That these three regions received more CLIC assistance is consistent with GEM third goal of giving special focus in areas with high concentration of Muslim population.

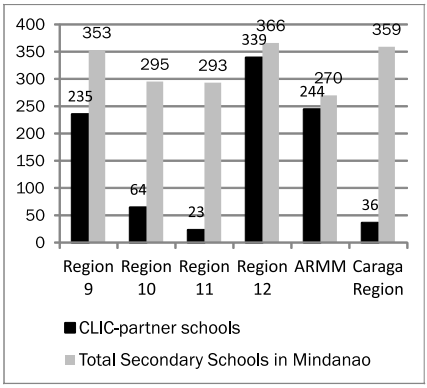

Figure 6.2. Comparison of CLIC-partner schools to Total Secondary Schools (SY 2009-2010), by Region

the impact of clic project

A. Impact on Students

1. Computer and internet utilization in school

Table 6.2 shows the distribution of students accessing internet in schools in areas with moderate level of conflict and high level of conflict. The data reveal that there are more information technology users in areas with moderate level of conflict compared to areas with high level of conflict. This is because entering in areas with high level of conflict would expose CLIC project staff to high risk of being abducted by lawless elements. Thus, there were more computer resources invested in areas with relatively low level of conflict than in areas with high level of conflict.

Table 6.2. Distribution of Student-respondents Accessing Internet in School

Region	Level of Conflict							
	Moderate				High			
	Female		Male		Female		Male	
	Freq	%	Freq	%	Freq	%	Freq	%
9	282	33.14	155	22.86	14	77.78	6	66.67
10	84	9.87	55	8.11	0	0.00	0	0.00
11	33	3.88	18	2.65	0	0.00	0	0.00
12	261	30.67	325	47.94	0	0.00	0	0.00
13	47	5.52	25	3.69	0	0.00	0	0.00
ARMM	144	16.92	100	14.75	4	22.22	3	33.33
TOTAL	851	100.00	678	100.00	18	100.00	9	100.00

Students who frequently accessed the internet in schools were located in Region 9, 12, and ARMM, the regions into which USAID-GEM poured substantial CLIC resources. The top three reasons they cited, as shown in Table 6.3.

Table 6.3. Percentage Distribution of Students' Purpose in Accessing Internet in School

Purpose for Accessing Internet	%	Purpose for Accessing Internet	%
To send and receive emails	54.34	To read online news/ information	79.51
To chat with friends and relatives	57.10	To view video and images	79.51
To participate in Social Networking groups	41.04	To listen to music	64.35
To do research for school assignments	100.00	To play online games	35.45
To search for courses to study in college	48.55	To upload images, video, music	46.69
To search for scholarship programs	41.49	To buy goods/ services/ items	5.07
To download eBooks	10.66		

For accessing the Internet in school were for conducting research for their school assignments (100%), reading online news or information (80%), and viewing video and images (80%). Interestingly, slightly over 5% of the respondents used the internet to buy goods online.

FGD results support the survey findings on computer and Internet use in school. The FGD participants named several tasks and activities that the students performed in school with the use of their computers and internet connection. In terms of new knowledge and skills acquired from working with their computer and internet resources, students are now able to use Microsoft Office (80% of FGDs) for their schoolwork, particularly Microsoft Word, Excel and PowerPoint. They are also able to perform Basic Computer Operations (72% of FGDs) such as switching the unit on and off, cutting and pasting text, creating and renaming files, saving a file to a flash drive, which they all call a "USB".

The students attributed several improvements in their academic performance and quality of education to their access to computer and internet resources in school. Students reported that they used computers to prepare their assignments and presentations (a step up from Manila paper, as expressed in the Caraga Region). The students felt they had better quality schoolwork (40.4% of FGDs). Some other noteworthy enhancements expressed in the FGDs were higher grades and improved grammar and vocabulary.

Table 6.4. Distribution of Student-respondents Accessing Internet Outside School

Region	Level of Conflict							
	Moderate				High			
	Female		Male		Female		Male	
	Freq	%	Freq	%	Freq	%	Freq	%
9	282	33.14	155	22.86	14	77.78	6	66.67
10	84	9.87	55	8.11	0	0.00	0	0.00
11	33	3.88	18	2.65	0	0.00	0	0.00
12	261	30.67	325	47.94	0	0.00	0	0.00
13	47	5.52	25	3.69	0	0.00	0	0.00
ARMM	144	16.92	100	14.75	4	22.22	3	33.33
TOTAL	851	100.00	678	100.00	18	100.00	9	100.00

Table 6.5. Percentage Distribution of Students' Internet Access Outside School

Access Place		Access Time		Location	
Home	40.78	Before school time	8.41	Near school	23.83
Relative or Friend's computer	42.51	In-between school time	5.14	Far from school but within barangay	19.08
Internet cafe	100.00	After school time	51.51	Near home	30.76
		Weekends	100.00	Far from home but within barangay	15.48
				Outside barangay	43.03

2. Computer and internet utilization outside school

Table 6.4 and 6.5 reveal that students who accessed internet in schools also found ways of accessing it outside of school. Although nearly 41% - 43% of them have access to computers at home, or from relatives or friends, all of them made use of the internet café (100%) during weekends (100%) and less frequently after school hours (52%) because it is more fun to use these facilities while being with friends. Most of the out of school internet services are located outside their own Barangay or village. Students made use of outside internet services for an average of one hour and thirty minutes a day, with an average cost of P26.01 per week.

FGD results supported the survey results. Outside of their school work, students also used the computer and internet for other purposes. Social networking (e.g., Facebook, Friendster), email, and instant messaging (e.g., YM chatting) are the most commonly used. Some students have used the internet creatively for future prospects, such as finding a scholarship grants in Region 9, or searching for on-line employment in Region 10. Some students used their computer knowledge to become entrepreneurs. In Minsulao National High School in Zamboanga Sibugay of

Region 9, a student offered computer services for a fee, while another student in Tboli National High School in South Cotabato in Region 12 set up a modest internet café. The more dramatic responses came from students who were geographically separated from their parents and other family members. With the use of the computer and internet, two students (one from Zamboanga City High School, another from Zamboanga Sibugay National High School, both in Region 9) embarked on a search for their mothers, and eventually found them. In Region 12, some students designed and printed customized greeting cards for their parents.

3. Skills on Computer Applications

Table 6.6 shows that students perceived that they have the necessary skills for the basic use of computer. They perceived that they still lack skills on the advanced use of a computer, specifically for designing a website, burning files into a compact disc (CD), installing software programs, as well as scanning disks for viruses. They also believed that they still have to improve their skills in finding and launching specific software programs as well as navigating between programs.

Students believed that their skills in using computers developed through their computer resources in schools with the help of their schoolteachers starting in their first year.

Table 6.6. Descriptive Summary of Students' Skills on Computer

Basic Skill (3.99)	$\overline{X}$	**sd**
Switching computer on and off	4.32	1.47
Using computer mouse/touchpad	4.34	1.44
Deleting and renaming files	4.08	1.52
Creating files and saving them	4.12	1.53
Using printer	3.07	1.67
Intermediate Skill (3.37)		
Finding and launching specific software programs and navigating between programs	2.8	1.59
Transferring files from hard drive to USB drive	3.14	1.76
Using basic functions of Microsoft Word	3.87	1.60
Browsing the Internet for information	3.58	1.72
Advance Skill (2.51)		
Scanning disks for viruses	2.21	1.60
Installing software programs	2.18	1.49
Writing files onto a cd	2.09	1.47
Using Microsoft Excel application	3.08	1.67
Using Microsoft PowerPoint application	3.18	1.71
Uploading and downloading music, images and videos	2.99	1.72
Designing a website	1.85	1.33

Legend: 1.00 – 2.32 = poor level of skill; 2.33 – 3.65 = average level of skill; 3.66 – 4.98≈5 = high level of skill

Table 6.7. Comparison of Students' Perceived Level of Computer Skills by Region by Conflict Area

$\overline{X}$			Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Region	Level of Conflict							
	Moderate	High	Corrected Model	17.01	5	3.40	3.49	0.004
9	3.48		Intercept	818.40	1	818.40	838.37	0.000
10	3.67		Level of Conflict	1.96	1	1.96	2.00	0.157
11			Region	16.95	4	4.24	4.34	0.002
12	3.59		Error	743.85	762	0.98		
13	3.21	3.56	Total	10172.43	768			
ARMM		3.56	Corrected Total	760.86	767			

Legend: 1.00 – 2.32 = poor level of skill; 2.33 – 3.65 = average level of skill; 3.66 – 4.98≈5 = high level of skill

Generally, Table 6.6 and Table 6.7 reveal that students perceived that they just have an average level of skill on the use of computer, which they attributed to the inputs of their teachers (85.80%) in classes in first year through fourth year in aide of their learning.

However, Table 6.7 shows that among those students surveyed who revealed their perceived skills in the use of computer applications, those from Region 10, under moderate level of conflict area, perceived themselves to have higher level of computer skills than others across all regions. This differentiated level of perceived skills in use of computer applications is significantly attributed to the interaction of the location of students by region relative to the level of conflict in their area.

"Happy and thankful" (149 FGDs) and "excited" (94 FGDs) are the widely-held sentiments expressed by students about their use of computers and internet connections in schools. Ease in doing schoolwork, access to information, improved quality of assignments and projects are some of the reasons given for feeling this way. One of the most candid responses given was that they no longer have to spend personal money for computer and internet use in an internet café. Several expressed Eureka moments, wherein their eyes were opened to how these resources have made research work much easier (20 FGDs) and how powerful a tool the computer is for finding and using these resources (6 FGDs). Over all, positive student feedback on having computers and internet connectivity (eager, privileged, enjoyment) far outweigh the negative (nervousness, hesitation). In the Zamboanga State College of Marine Science and Technology in Region 9, the students expressed that computers are no longer a "want" but a "need".

Table 6.8. Percentage Distribution of Students By Computer Skill First Acquisition

First Acquisition of Computer Skill		Attended Computer Class Year	
School teacher using school's computer	85.80	First Year	58.51
Attending computer classes outside school	12.55	Second Year	50.60
Self-taught through computer at home	25.86	Third Year	53.06
Self-taught through internet cafe	38.63	Fourth Year	40.15

Some students have also expressed a better level of preparedness for college. In Zamboanga City High School of Region 9 and General Santos City High School of Region 12I, students reported that the computers allow them to prepare for college through advanced learning, while in Tomas Cabili National High School in Iligan City, students anticipate that they will be needing computer knowledge and skills in college, which they now already have.

Parents have also noticed that their children use the computer and internet for exploring options for their future. In particular, the students are now researching for schools (97 FGDs) and scholarship programs (87 FGDs) for college.

Students saw marked improvements in their school performance as a result of their computer literacy and internet connectivity. The better quality schoolwork (91 FGDs) was evident in computer-encoded assignments and reports; and school projects in PowerPoint format. This was in comparison to handwritten statements on Manila paper hung on a wall, or what some students in Region X, XI and Caraga call "Bitay" (*Hung)* Tech. The internet increased their knowledge (75 FGDs) and made it easy to do research for schoolwork (50 FGDs). Some even reported an improvement in their grades (26 FGDs).

Parents were also asked to describe any changes they observed among their children who are schooling after learning to work with computers and the internet.

In terms of knowledge and skills, parents confirmed that their children have indeed learned about: Basic Computer Functions (186 FGDs), Researching with the Internet (38 FGDs) and Social Networking (7 FGDs). They also noticed a boost in self-confidence, as they observed the students to have become more resourceful and idealistic (23 FGDs), more competitive with other schools (20 FGDs), and able to talk about computers (13 FGDs).

In Region 9, some parents felt that their children are more prepared for college. As members of the family, the parents noticed that their computer literate children are

now able to teach their siblings (24 FGDs), a response that actually ranks third among parents' observations.

Key informants (340 KIIs) rely on the computer resources as a source of information. Connected to the Internet, students are able to research on additional and updated information for their assignments. Some students turn to the Internet to expound on their Science Investigatory Project reports and other research projects. For schools that do not have continuous access to Internet, the students make use of the Encarta for their research, a CD-based multimedia encyclopaedia. Students are now more connected "electronically" to their friends and family members through their emails and social networking accounts. With the CLIC Project and other projects, the students now know the basic operation of computers, making them "computer literates" (105 KIIs).

B. Impact on Teachers

Teachers had dual roles of: 1) learning how to use the computer and the internet, and 2) teaching computer classes for their students.

While more than half of the FGDs (134) admitted that these tasks were challenging due to their limited knowledge of computers, this initial apprehension eventually led to many positive realizations. Computers enhanced their teaching effectiveness as shown by their students' interest in their lessons (32 FGDs); many of their teaching tasks were made easier (25 FGDs); they need to upgrade their teaching skills to keep up with technology (4 FGDs) and prospects for learning are made limitless with the internet (2 FGDs).

Many teachers performed their tasks with the aide of computers and the internet. The most common tasks were computation of grades using Microsoft Excel (186 FGDs); Encoding major documents such as Lesson Plans and Test Papers (137 FGDs); Researching their Subjects and Topics (118 FGDs) over the internet; Preparing their Instructional Materials (48 FGDs). Very popular among the teachers is the use of PowerPoint presentations for teaching their classes, a more creative and easy alternative to hung Manila paper which they call "Bitaymax" (coined from the brand of video cassette recorder called "Betamax").

In some schools in three regions (9, 10 and Caraga), the computer is now used to publish the school paper (5 FGDs). In several schools in Region IX, the computers are used to enhance their Basic Education Seminars. The computer is also used to look for dance steps and costumes in Don Pablo Lorenzo Memorial High School in Zamboanga City, Region IX. In Lake Sebu National

High School in South Cotabato in Region XII, their buzzer and school bell are now computer-generated. In the Daniel Cruz National High School in Kidapawan City, also in Region XII, the teachers and school administrator credit the email for helping them save time and resources in sending and receiving correspondences to and from the regional office of the Department of Education (DepEd). In Ponot National High School in Zamboanga del Norte in Region IX, they use social networking for accessing the DepEd Facebook fan page.

From the KII results of 549 informants, the computer resources of CLIC are valued primarily for helping the teachers in preparing and improving their teaching materials (454 KIIs). Teachers are able to enhance their lesson plans, compute grades, improve presentation of their lessons through use of PowerPoint, fill-out necessary forms prescribed by the DepEd and reports required by the school, research additional reference materials, and encode tests and lessons.

There were 372 informants who said that the computer resources were used in teaching purely ICT classes and other integration subjects. Integration classes refer to "regular" subjects such as English, Pilipino, Math, Science and TLE (technical livelihood education) where the use of computers is part of the teaching/learning methodology. Teachers do research to enhance their lesson plans and make class activities more creative and interesting for the students.

Another use of the computer resources is for communications (121 KIIs). Teachers and school managers take advantage of email to send their forms and reports to the DepEd regional offices.

Both teachers and students benefit from the use of computers and the internet to perform several teaching tasks. Teachers expressed that the tedious process of grades' computation is now made easier and faster with Microsoft Excel (186 FGDs). The same is true for typing test papers, reports, lesson plans and other documents, which are now computer encoded instead of handwritten. And with internet access, teachers are able to research on their topics (51 FGDs), on instructional materials (128 FGDs) and teaching strategies (16 FGDs). The research allows them to make better lesson plans, instructional materials and visual aids (128 FGDs) for their classes. In Region IX, some teachers appreciate the fact that, despite being in a rural area, they now feel part of "civilization" or the "modern world" through their computer and internet. In the same region as well as in Region X and

ARMM, however, some of the senior or "retireable" teachers were not too receptive to the new technology, because they felt they were too old to learn it or the image from the monitor hurt their eyes or made them dizzy.

C. Effects on Peace and Security in the Community

More than half of the informants (284 KIIs) have expressed appreciation of the partnership between Philippine and US Governments in bringing the computer resources to their communities. The two governments are working together to bring quality education, particularly in poor and conflict-affected communities in Mindanao. Seeing that a country like America is concerned about the children's education has prompted the parents to enroll their children to school, as a way of showing that they (parents) value this particular support. A different perspective is offered by a PTA President of a school in Zamboanga Sibugay, where he is saddened that our own government cannot satisfactorily address the needs of the Filipino students, while other countries such as the USA is exerting too much effort to help.

With the computer resources provided to the schools, the informants believe that the US and the Philippine governments are concerned about community's access to technology (243 KIIs) so that students can compete globally. The principal in Sapad, Lanao del Norte states that his daughter who is a Nurse was able to take the qualifying exam in Saudi Arabia through the use of computer. If she did not have an early experience in using computers, she would have difficulty in passing the exam. The guidance counsellor of Tomas Cabili National High School in Iligan City says that their community now has internet Cafés being established near schools. For almost half of the informants (244 KIIs), the computer resources provided by the US governments have educating and empowering effects.

SUMMARY OF RESULTS

Results show that computers provided by CLIC project were basically utilized by students for their school requirements and for them to connect to the world through Facebook or Yahoo web-based email. However, such computer and internet facilities in the schools were most often taken advantage of by female students as compared to male students. This was true in areas across regions in Mindanao with a moderate level of conflict. These services provided by computers and internet connections in schools to students have probably prompted them to access the same outside the school campus during free-time or after class hours mostly from nearby computer

and internet cafes. Their constant use of computers and internet, initiated by the CLIC project, made them perceive that they now have an average skill level in the basic use of computers but that they still need to enhance their skills in advanced uses like designing websites, writing files on CDs, installing software programs, as well as scanning disks for viruses. But, when students are grouped by region and by level of conflict in their area, results show that those from Region 10, under moderate level of conflict, perceived themselves to have a higher level of skills in the basic use of computer and internet than those from other regions. Similarly, students revealed to have a good attitude toward the use of computers and the internet when grouped by region and by level of conflict, results show a slight variation. Such has prompted the analysis to identify a possible causal relationship between attitude and skills of students in the use of computers and the internet, which revealed that only 2.89% of the total variation of students' skills can be explained by their attitude toward computer and internet. Thus, much can be attributed to other factors. However, even with the low degree of relationship between skills and attitude, students' computer skill level can likely still be determined through their attitude toward computers and the internet as such have been found to be statistically true in all cases.

CONCLUSIONS

In view of the findings of the survey conducted among students from CLIC-recipient high schools and reinforced by KII and FGD results, it can be concluded that students:

- Basically used the computers and internet provided by CLIC project for their school requirements and for them to connect to the world through Facebook or Yahoo web-based email. Such exposure to computer and internet prompted them to access same services mostly from nearby internet café during class break or after class hours.
- Generally, students perceived themselves to have acquired an average level of skills and attitude toward computer and internet use.
- Referring to the objectives of this study, CLIC has kindled the interest of students to maximize computers and internet use for their academic and personal life. It has, in most barangays, demonstrated that the Philippine and US Governments are committing resources to improve young people's access to economic opportunities. CLIC has allowed students and teachers to establish virtual presence through their personal email and social networking accounts.

RECOMMENDATIONS

- Sustain assistance provided by CLIC project to students in accessing computer and internet use.
- Provide assistance to CLIC-recipient schools in helping school personnel develop students' advanced skills on computer and internet use.
- Identify other possible factors contributory to students' skills in using computer and internet.
- Establish a common portal that will contain lessons, lesson plans, and multimedia educational materials that teachers and students can access to enhance learning.
- Support development of culturally relevant learning materials.

REFERENCES CITED

Bankes, S., Builder, C., Anderson, R., Bitzinger, R. A., Desantis, H., Greaser, C., … Shapiro, N. (1992). Seizing the moment: Harnessing the information technologies. *The Information Society*, *8*(1), 1–59. http://doi.org/10.1080/01972243.1992.9960103

Berger, L. (n.d.). Growth with Equity in Mindanao, Philippines. Retrieved May 27, 2016, from http://www.louisberger.com/our-work/project/growth-equity-mindanao-philippines

Boransing, M. B. (N.D.). Official Definition of Madrasah. Department of Education undated issuance from the Office of the Undersecretary for Mindanao Affairs.

Dijk, J. van, & Hacker, K. (2003). The Digital Divide as a Complex and Dynamic Phenomenon. *The Information Society*, *19*(4), 315–326. http://doi.org/10.1080/01972240309487

GEM. (2011). Scope of Work: CLIC Impact Study. Growth with Equity in Mindanao Program.

Gilchrist, V. J. (1992). Key Informant Interviews. In B. F. Crabtree & W. L. Miller (Eds.), *Doing Qualitative Research* (pp. 70–89). Newbury Park, CA: Sage Publications.

Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative Research Methods: A Data Collector's Field Guide*. Research Triangle Park, North Carolina: Family Health International.

Manaros, B. B. (2016). Madrasah Educational System in the Philippines. Retrieved May 26, 2016, from http://www.muslimmindanao.ph/madrasa.html

Empowering the Indigenous Peoples through Education: The RMP-NMR Involvement in the IP Struggle

Xandelyn Racel R. Baena
Master in History
Department of History, MSU-Iligan Institute of Technology
Iligan City, Lanao del Norte, Philippines
xandelynracel.reyes@g.msuiit.edu.ph
09177192151

Abstract

This study discusses the community pastoral work of the Rural Missionaries of the Philippines (RMP) Northern Mindanao chapter (NMR) extended to the highland tribes of Northern Mindanao. The objective interpretation of Christ's teachings brought the sisters out of the confines of the convent and actively engaged themselves in community work serving the poor and the needy in the rural areas which are isolated from government services.

The principles of the RMP can be viewed as an extension of the radical transformation of the Catholic Church in Latin America through its philosophy of Liberation Theology. Convinced that they are not only preaching but doing theology, the RMP founded the Literacy-Numeracy program in the IP communities in the hinterlands of Bukidnon and Agusan del Sur in 2008. These communities are conflict-ridden with its people constantly harassed by forces which are supposed to protect them.

This study is descriptive-narrative in nature and focuses on the nature of the apostolate work of the RMP; it explains why the rural missionaries chose to help the indigenous peoples and highlights the problems and difficulties they encountered. This study attempts to answer the following questions: 1. Why did the RMP-NMR choose the indigenous people for their apostolate mission? 2. What measures are adopted and implemented by the rural missionaries to help the indigenous people? 3. What obstacles did the RMP encounter in their apostolate mission in the indigenous communities?

Keywords: Rural Missionaries of the Philippines, Liberation Theology, Indigenous Peoples, Community Apostolate Work, Literacy-Numeracy Program

INTRODUCTION

Historically, the church is viewed as the upholder of the status quo and a silent institution as far as social inquiries is concerned. Just like other institutions, it has become susceptible to change in the late 20th century. Nairn (2007) referred to the change as a reinvention of the Catholic church which centers on the needs of the poor and the oppressed. This change was inspired by Pope John XXIII who introduced the Vatican II to the Catholic World.

The Vatican II further facilitated a radical change in the Latin American churches in the 1960s that became known as *Liberation Theology*. The movement follows and pronounces the desire of the progressive members of the Catholic Church to make the church responsive to the needs of the society highlighting the casualties of the so-called "structural injustice."

The Catholic Bishops in the United States declared in 1997 that the church has a special call to be a servant of the poor, the sick and the marginalized, the true sign of the church mission since charity alone is not corrective to all social ills. Liberation theology seeks to interpret the true meanings of the teachings of Christ Jesus from the eyes of the poor and the oppressed. It claims that the *poor* are poor because of oppression and injustice. Being poor identifies no religion, sex, race or ethnicity (L. Boff as cited by Fawcett, 1994) and anyone can fall into this category, hence the movement calls for the church to take a stand and be an ally of the poor who are in the state of oppression.

The Philippine society today is confronted with many problems. One of these concerns the indigenous peoples who are residing in the remotest areas of the archipelago (particularly in Mindanao). They continue to live in the margin. Geographically, they are mostly located in the periphery, away from the bustling urban cities of the mainstream population that also results to their economic deprivation, and the almost void access to social services. Their state of condition remains unchanged despite the continuing advancements to uplift human convenience as forwarded by science and technology. In a century where democracy is proclaimed as the foundation of the government, the situation of the IPs remains to alienate the practice of *real* democracy in the country. Aside from elusive social services in their communities, it is also under sporadic disturbance caused by militarization that is conspired with big business interest in these communities such as mining and agricultural plantations, which makes the concept of democracy irretraceable. Their communities are vulnerable to the insatiable appetite

of the multinational/transnational corporations (MNCs/TNCs).

To ensure the continued and successful operation of these companies and to discourage opposition from the people, militarization is "allowed" in these communities. Dismal may their situation be, they have continued to uplift their traditional culture and values which make up the basic and vital element in their being, but militarization stands as threat to their lives, culture and ancestral lands.

In reflecting on their mission as servants of God, the Rural Missionaries of the Philippines (RMP) decided to help the indigenous peoples. The RMP believe that by doing so, they will be able to protect these peoples, uplift their condition and help preserve their culture. The RMP is composed of nuns, priests from different religious congregations and lay persons. Their principle is to go out and immerse with the people in the community, helping the poor in every possible way (personal communication with Sr. Famita Somogod, regional director of RMP-NMR, December 6, 2013). Extending help to the needy is a commitment that stems from the belief that the RMP is fulfilling the teachings of Christ. This belief is what encouraged them to commit their apostolate mission to help the indigenous peoples.

METHODOLOGY

As a descriptive-narrative research, this study describes the nature of the apostolate work of the rural missionaries of the Philippines. It explains how and why their mission and work was influenced by Liberation Theology; and how the missionaries interpret and use the teachings in the Holy Gospel to justify their commitment to help the indigenous peoples.

Data are collected through interviews and from the secondary sources, some of which were provided by the RMP. Interviews employed both structured and unstructured types and has undergone the process of corroboration. Respondents were purposively chosen among the tribes who attended the annual gathering of the members of the *Kalumbay* Organization held in Cagayan de Oro City, Philippines.

The rural missionaries involved in this study are those who are in the Northern Mindanao region. The indigenous peoples in the study are limited to the *higaonons*, *matigsalug, talaandig, banwaon,* and *manobo* who are members of the Kalumbay Organization.

FINDINGS OF THE STUDY

Brief History of the Rural Missionaries of the Philippines

The founding of the Rural Missionaries of the Philippines

follows closely after the birth of liberation theology in the 1960s in Latin America. The political climate under Martial Law (1972-1981) was a significant factor why liberation theology influenced some theologians in the Philippines. Youngblood (1993) characterized the dictatorship in two terms: economic depression and political repression. This condition made the theologians reflect on their role in society and liberation theology, which advocates "*preferential option for the poor*" motivated the theologians to change their passive stand and assumed a more active role in society.

The theologians also heightened their more active role in the new framework under Vatican II, which endorses the principle of empowering not only priests, but also missionaries and the laity to make the "church more felt in society" (Mirus, 2010). This innovation under Vatican II inspired religious servants across the globe to abandon their passive state and actively involved in societal concerns. This transformation draws a similar pattern in the Philippines. According to Harris (2006), this new empowerment provided by the Vatican II created a new constructed identity and promoted a revolutionary spirit among the members of the Church in the Philippines.

The deterioration in the political, social and economic conditions of the people was not only felt in the urban centers but also in the rural areas. The countryside, as the rural areas is also known, were perceived as a social volcano in which will erupt if not given considerable attention. In these areas, farmers were protesting against agrarian problems, illegal detention and human rights violations committed during the Martial Law years. In response to these problems, the Association of Major Religious Superiors Women in the Philippines (AMRSWP) founded the Rural Missionaries of the Philippines on August 15, 1969. The AMRSWP envisions working with the rural poor farmers and agricultural workers for genuine agrarian reform, the fisher folk for genuine aquatic reform and the indigenous peoples for land and self-determination towards the attainment of the fullness of life, justice, freedom and integrity of creation.

The Rural Missionaries of the Philippines (RMP) is originally composed of 19 sisters from different congregations. The organization grew when it allowed male religious and clergy as members in 1982. The RMP started the principle of immersing and integrating with the peasants that is working living and serving amongst them. As missionaries, they chose to live out to Jesus´ *preferential option for the poor*, interpreting the bible from the

standpoint of the materially poor. From the inhuman conditions and unjust structure of society, the RMP developed their central function and that is to liberate the poor from these shackles.

The RMP provided different services to the rural areas that were hardly reached by any government agencies and NGOs. It is in the rural areas that the majority of the poor can be found and the poorest of the poor are the indigenous peoples. The hallmark of the RMP apostolate service in the rural communities was the establishment of the *Community Based Health Program* which was an overwhelming success that eventually became an organization itself.

RMP is composed of the following Catholic sisters´ congregations: Religious of the Good Shepherd (RGS), Missionary Sisters of Mary (MSM), Order of St. Benedict (OSB), Medical Mission Sisters (MMS), Handmaids of the Christ the King (HCK), Sisters of St. John the Baptist (SSJB), Order of the Carmelites (O Carm), Redemptorist Fathers (CssR), Religious Sisters of Mercy (RSM-Irish), Missionary of Assumption (M.A.). After its mark in Luzon, the RMP had grown and expanded and its chapters reached the remotest areas in the Visayas and Mindanao. The RMP-Northern MIndanao sub-region works closely with the CARAGA Chapter in helping the Indigenous Peoples in the hinterlands of Northern Mindanao and Agusan areas against the structured injustices perpetrated in the communities of the IPs.

Why did the RMP choose to help the IPs of Northern Mindanao? Well, the situation of the IPs will provide the answer.

Lumad(s), a Cebuano term which means indigenous, were known to be the original settlers in Mindanao even before Islam and Christianity came to the Philippines in the 14th and 16th centuries respectively. In Mindanao there are 21 classified IP settlers in the fringes of the island region mostly living in poverty and isolation. Due to the colossal changes that transpired in the country from the time of colonization up to the present, they are now reduced as minority and have become a marginalized group in contrast to the Christian mainstream population who are the recipients and beneficiaries of economic development.

Fr. Edward Dinter classified two basic problems faced by the IPs: *first*, land which is taken and stolen from them; *second*, loss of human dignity since they have been treated as second and even third class citizens (Personal Communication, Former Executive Secretary of the Episcopal Commission on Indigenous Peoples

of the Catholic Bishops´ Conference of the Philippines (CBCP), March 15, 2014)

But the IP situation has gone from bad to worse, since economic marginalization is not the only problem to counter but they have now become victims of militarization. Their lands are prey to development aggression. These did not only lead to the loss of their rights but also resulted to the killings of some IP leaders who were viewed as dissidents (personal communication with Sr. Famita Somogod, regional director of RMP-NMR, December 6, 2013)

These problems confront the IPs despite the provision in the Philippine Constitution and the United Nations Declaration on the Rights of the Indigenous Peoples. Article XIV, section 17 of 1987 Philippine Constitution states that,

> *"The State shall recognize, respect, and protect the rights of indigenous cultural communities to preserve and develop their cultures, traditions, and institutions. It shall consider these rights in the formulation of national plans and policies."*

The legal texts are so eloquently designed to promote respect for the indigenous people's culture, rights and traditions, but these texts are only good on paper. Due to the lack of effective protection, it has become easy for the greedy companies to infiltrate the *lumad* lands. These companies have engaged the IPs in the most threatening encounters. These peoples are also subjected to the draconian interests of the mainstream population who have total disrespect of the IP rights. The concept of justice has been infringed in this situation as Rawls (1999) argued, "justice does not mean that the loss of freedom by some is denied by a greater good shared by others". This relevant conclusion of Rawls only proves that the indigenous peoples´ situation is a clear case of injustice since the word unarguably suggests holism.

To understand why the RMP decided to help the IPs in Northern Mindanao it is important to identify the issues and problems that confront these people.

(1) Loss of Land

The concept of land of the IPs differs from the concept of land of the mainstream population. Land to the IPs is more than just a material possession for it also underpins their culture and tradition since reciprocally their culture speaks of their identity and history. One must be able to understand that culture is deeply rooted in every indigenous community, a valuable wealth that can be passed on to generations. Therefore taking away their land also means cutting the veins of their culture that supplies the whole meaning to their existence.

In the pre-colonial days, land was a communal property. But during the Spanish colonization, the *Jura Regalia* of Spain justified the partition of Philippine lands that effectively undermined the IP concept of land rights. The American period aggravated the displacement of these peoples from their lands. The signing of the Treaty of Paris on December 10, 1898 sealed private ownership especially the friar land holdings (Mcdiarmid, 2012). To make matters worse, the Americans opened Philippine lands to American corporations and ensured the protection of American business interests thru the Bell Trade Act. This paved the way for the entry of Philippine Packing Corporation (now Del Monte Philippines) a subsidiary of the California Packing Corporation. The said company entrenched a huge plantation of about 43,240,000 square meters in Bukidnon (Milan, 2006). At present Del Monte operates a huge pineapple plantation creating an agricultural colony in the province and displacing the indigenous peoples from their lands, prompting the RMP-NMR to disdainfully comment that in Bukidnon *"pineapples are more important than people"*. In addition, palm oil and banana plantations and mining corporations are also positioning in the virgin lands mostly occupied by the indigenous peoples.

(2) Militarization and Exploitation of the Indigenous Communities

The interests of the big companies in the IP territories create an interrelationship of exploitation and militarization, which always results to human rights violations against the IPs. Their ancestral domains are attractive to big businesses due to soil fertility and abundance of mineral resources. These companies promise development in exchange for their services, which usually results to IPs killing each other. This age-old technique of divide and rule has been so far effective. The killing of Jimmy Liguyon in 2012 is an example. He was from the *Matigsalug* tribe of Dao, San Fernando, Bukidnon. Liguyon campaigned against the possible entry of a multinational mining company in the *Matigsalug* territory but instead he was accused of supporting the New People´s Army (NPA). A week later a group of armed men intruded into his house, shot Liguyon at close range, and walked simply in full view of the entire community. Liguyon´s death is a case in point for he was killed by Aldy ¨Butsoy¨ Salusod, leader of the New Indigenous Peoples Army Reform and believed to be hired by the *San Fernando Matigsalug Tribal Datus* (SANMATRIDA), a *Matigsalug* tribe faction that pushes for the entry of the Xstrata´s Australian mining partner-Indophil

Resources. Also, "Butsoy" was the son of the head of the Civilian Armed Forces Geographic Unit (CAFGU), a paramilitary group allegedly taking orders from the 4th Infantry Division of the Philippine Army (Silverio, 2012; personal communication with Sr. Famita Somogod, regional director of RMP-NMR)

Another considered case is the *Higaonon* tribal community's fight against a big investment of palm oil plantation and large-scale mining in the forest areas of *Esperanza, Agusan del Sur*. The entry of these companies started a fiasco among the Higaonons that led to the killing of an anti-mining advocate. The paramilitary group called Bungkatol Liberation Front (BULIF) perpetrated this killing. This group is ironically part of the government's effort to create a "zone of peace" under the *Oplan Lambag Bitag* in 1992. The same group experienced harassment from a paramilitary group known as "wild dogs" under the leadership of a self-proclaimed *Higaonon* tribal chieftain, Labe Manpatilan ("Red is the Color of River Pulangi", 2012)

The entry of these big corporations in ancestral territories facilitates "warlordism" among the IPs, out of killing their own kind they gain profit. This created internal conflict in a once peaceful community. No considerable response has been made by the government forces to help the IPs. In fact, the government only becomes reactive if the interests of companies are threatened such as the incident in 2011 after the NPA attacked the mining companies of Taganito Mining Corp., Taganito HPAL Nickel Corp., and Platinum Metals Corp., where President Aquino immediately reinforced the Executive Order 546, of the previous administration, which deployed the Armed Forces of the Philippines and approved the proposal of the mining firms to hire militias known as Special Civilian Active Auxiliary (SCAA). A *Karapatan* yearend report revealed that from 2010-2013, 37 indigenous peoples were victims of extrajudicial killings and 17 out of 37 killings took place in Northern Mindanao and CARAGA region. Sr. Somogod of the RMP revealed that the militarization was only disguised to cover up the counter-insurgency efforts of the Armed Forces of the Philippines. She discloses that both the AFP and CAFGU are responsible for framing and accusing IP students attending the RMP´s Literacy and Numeracy Program as members of the subversive group. She recalled the experience of their student, Jimboy, a 10-year old B´laan pupil who was forced by the military to carry an M-16 rifle loaded with bullets. Soldiers took a photo of the boy and reported him as "NPA child warrior going to school in Dlumay". Another incident involved a boy named Arnel

Mansinugdan, who was scrupulously interrogated by the military insisting that the child knows the whereabouts of the NPA (personal communication with Sr. Somogod)

For these incidents, the military´s lame excuse has always been peace and order and put the blame on the New People´s Army instead. Roger Plana, a Higaonon from Kalumbay Organization fervently declares that the NPA´s presence in the area is a fabrication by the military to cover up what they have been doing. Bukidnon, in particular, has become the locus of the human rights violations due to land grabbing by international corporate plantations. Plana complained that they have been deceived many times, from land grabbing and now disallowing then to enter their forests and mountains without securing government passes (personal communication, general-secretary of Kalumbay Organization, Cagayan de Oro, Misamis Oriental, December 10, 2013).

(3) Illiteracy and Economic Deprivation

Illiteracy and Economic Deprivation are closely linked together. Freire (as cited by Gadoti, 1994) relates that poverty and hunger affects someone's ability to learn. Indeed, the economic condition of a person dictates its capacity to learn. In the rural communities, getting an education has been an exemption rather than the rule. The same is true with the indigenous peoples. The reason behind their ignorance is their lack of education. Poverty breeds ignorance and being ignorant and poor means to be easily trampled upon by the rich and powerful. From a human rights perspective, non-fulfillment of person's basic rights can already be inferred as a violation. Now since right to education is man's basic right, hence, the non-access to education by the IPs meant that the Philippine government violated the rights of these people.

In the Philippines, it was found out that poverty is much higher in the regions mainly populated by the IPs. Carino (2005) added that in the case of the IPs, poverty also meant a result of the dispossession of their ancestral lands, loss of control of their natural resources and indigenous knowledge.

The Apostolate Mission that Knows No Boundaries

In following the "true message of the Gospel", RMP veers away from being purely spiritual and through its programs and projects acceded to the "signs of times" by serving the least of God's brothers, that is, the poor and the oppressed. Facing a dire situation, the Rural Missionaries of the Philippines (RMP) came to help the IPs. When the RMP was established, they committed themselves to help

the poor farmers and fisherfolks. However, upon learning the struggle of the indigenous peoples they came to realize that helping knows no bounds and therefore has no limitations.

For the RMP, the basis of their missionary work in the indigenous communities goes beyond charity. It is in interpreting John´s teaching in the gospel that the RMP outlines their missionary work:

> *"our love is not just to be words or mere talk, but something real and active"*
>
> *(1 John 3:18)*

Sr. Somogod verbalized that the task of the Catholic Church is "to build God's Kingdom here on earth", with emphasis on justice and love. This belief further translates into fully committing themselves to helping the poor and the needy. This principle visibly reflects the ideals of the liberation theology that urges churchmen to immerse with the people particularly the poor, the RMP´s principle and conviction explains why they have chosen the indigenous peoples for their apostolate work.

Religious differences did not deter the RMP from pursuing their mission, which is guided by their Catholic belief. On the other hand, the IPs adheres to their religious practices. The RMP did not impose the Catholic religion on the IPs in contrast to what the Spanish missionaries did during the colonial period. Coming from different backgrounds, it maybe hard to imagine how their "framework" became possible. Sr. Cupin explained that understanding the culture of the people they were dealing with was important to make their solidarity possible and effective. The RMP considers it a "rare" chance to be embraced by these people as one of their own despite the "cultural differences", concluding that it is "both a gift and a blessing for the RMP" (personal communication, RMP member, March 1, 2014)

Realizing the importance of education, the RMP introduced the Literacy and Numeracy Program to the indigenous peoples. The RMP´s goal in providing education to the IPs is supported by the three directive institutions: the ILO Convention No. 169 that emphasizes equal opportunity to education; the UNDRIP which mandates that the IPs especially the children must have equal opportunity to education in all levels and forms. The UNDRIP also provides that the IPs have the right to establish an educational system in a manner appropriate to their cultural language and methods; and the IPRA or the Indigenous Peoples Rights Act (Republic Act of 1997) which provides that the State must grant equal access to various cultural opportunities to the ICCs/

IPs through the educational system-private or public cultural entities, scholarships, grants and other incentives without prejudice to their right to establish and control their educational systems and institutions by providing education in their own language, in a manner appropriate to their cultural methods of teaching and learning (Candelaria, 2012).

The RMP advances the idea that there is no better way to improve the indigenous people´s situation and to uplift their condition than to nourish their minds. It is the lack of education of the IPs that allows injustice to happen. This transformative process starts in the Literacy Numeracy Program. Mandela (2008) stresses that "education opens the doors of change", which can be a necessary instrument that can alleviate the dire situation of the IPs.

According to Plana, it was in 2008 that the RMP started supporting and assisting the education of the IPs (personal communication, 10 December 2014). The community schools were established with the consent of the indigenous people. As Plana clarifies:

> *"Actually the intervention of the RMP is requested by the lumad people in order to help us in our plight. Because we are confident they will help us, What we asked first from them is education for our children. Not just education, the RMP also helped us in further enriching our culture and many more"...*

The RMP also conducted community immersion through their program, Rural Integration Solidarity Work (RISW). This scheme of integration and immersion with the IPs is in line with the precept from Matthew 25:35-36,

> *"for I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me"*

The RISW is both an educational and transformative tool. The activity allows the RMP to identity the necessary intervention to be done in the impoverished communities. Hence, the RISW facilitated the establishment of the schools in the IP communities and community organizing among the *lumad* groups.

Lobbying for support networks and agencies for financial resources is also done by the RMP in order to strengthen and continue the community school effort. The teacher force is composed of the RMP members themselves, volunteer professional teachers, para-teachers (these are IPs who have basic knowledge of human rights) and education graduate volunteers (personal communication with Sr. Famita Somogod, regional director of RMP-NMR, December 6, 2013). These teachers receive a meager

allowance only. There are times when these teachers became subject to harassments but they never give up. This only showed how strong is their commitment to help and educate the indigenous peoples.

The community schools of the RMP have been engaging dialogues with the Department of Education for the official recognition of these schools since 2010. The curriculum used in the IP community schools differ from the standard curriculum used in mainstream educational system. The IP curriculum is more reflective of their experiences and focuses on the enrichment of the indigenous people´s culture. One example is the introduction of Lumad instruments under the lesson title "*Mga Lumadnong Instrumento sa Musika*" (Indigenous Peoples´ Musical Instruments). Music subject includes *"Mga Awit Nga Napadaya sa Kahimtang sa Tribu ug Katawhang Pilipino; Basi sa Kasamtangang Kahimtang"* (Songs that expressed the current situations of the tribe and the Filipino People). Other lessons include:

Lesson 1- Mga Awit Na Makinasudnon (Nationalistic Songs)

Lesson 2- Bayang Minamahal (My Beloved Nation)

Lesson 3- Bayan ko (My Nation)

Lesson 4- Pagbabalik (The Comeback)

Lesson 5- Kinaiyahan (Nature)

Lesson 6- Mga Awit Nga Nagahulagway sa Pakigbisog (Songs That Depict the Struggle of the People)

Lesson 7- Mga Awit Nga Nagahulagway sa Panginabuhiang Pagkigbisog sa mga Sektor (Songs that depict the struggle of the Labour Sector)

Lesson 8- Mga Awit Nga Nagahulagway sa Kahimtang sa Ginikanan ug Kabataan (Songs that depict the situation of forebears and youth)

For *Sibika and Kultura* and Character Education, the curriculum includes the teaching of basic human rights and letting the IPs reflect on their situation.

Character Education

Chapter 1-Ang Imong Pagkatawo (Knowing Yourself)

Lesson 1- Kinsa Ako (Who Am I)

Lesson 2- Pagpasigarbo sa Akong Kaugalingon (Be Proud of Thyself)

Lesson 3- Mga Kahanas ug Kakayahang Ang Matag Bata (Skills and Capability of Every Child)

Lesson 4- Pagkamatinud-anon ug Pagka-manngihatagon (Honesty and Generosity)

Chapter 2- Panaghiusa (Solidarity)

Lesson 1- Gimbuhaton: Pagtina-bangayug Kolektibonga Paglihok (Functions: Cooperation and Collective Action)

Lesson 2- Hihniusang Paglihok dihasa Pamilya ug Katilingban (Collective Action in the Family and Society)

Lesson 3- Pagrespeto Sa Uban (Respecting Others)

Sibika and Kultura (Civics and Culture)

Chapter 1- Ang Pilipinas, Ang Atong Nasud (The Philippines, Our Country)

Lesson 1- Ang Kapuluan sa Pilipinas (The Philippine Archipelago)

Lesson 2- Mga Kinaiyanhong Bahandi sa Pilipinas (The Natural Riches of the Philippines

Lesson 3- Ang Mga Tawo sa Pilipinas (The People in the Philippines)

Chapter II- Ang Katawhang Pilipino (The Filipino People)

Lesson 1- Mga Nasud nga Gigikanan sa Kaliwatan (The Roots of Philippine Ancestry)

Lesson 2- Mga Grupong Etnikong Nasudnong Minorya (Ethnic Groups and the National Minority)

Lesson 3- Ang Nasudnong Minorya (The National Minority)

Lesson 4- Ang Katawhang Lumad sa Agusan-Surigao (The Indigenous Peoples of Agusan and Surigao)

Lesson 5- Mga Simbolo sa Pilipinas (The Philippine Symbols)

Chapter III- Ang Katilingban ug ang Katawhan (Society and People)

Lesson 1- Mga Katilibang sa Atong Nasud (The Philippine Society)

Lesson 2- Ang Panginahanglan sa Mga Tawo sa Katilingban (The Needs of the People in the Society)

Lesson 3- Ang Mapa ug ang Katilingban (The Philippine Map and the Society)

Chapter IV- Mga Katungod ug Katungdanan sa Katawhang Pilipino (The Rights and Obligations of the Filipino People)

Lesson 1- Mga Katungod ug Katungdanan (Rights and Obligations)

The education provided by the RMP is designed for the IPs to reflect on their situation most especially on the injustices perpetrated against them. Values integration is also an important subject in the Literacy-Numeracy Program. This is done in the subject Character Education which is taught using real life situations. Sr. Famita Somogod explains that children are made to reflect on their experiences. For example, if cases/ incidents such as military harassments in the school occur, questions are raised to let the children assess the incident like doing harm to others is a decent action or nor (personal communication, December 6, 2013)

Sister Somogod shows that despite the presence of schools in the IP communities, there are times when students are unable to continue their studies. Some students are forced to abandon schooling at an early age since they have to work for a living. The continued harassments and militarization of the school community is also seen as a factor for the dropout rates.

The community schools of the RMP has been considered by the

IPs as a big help in improving their condition. They are now aware of their rights as a people hence the gradual unlocking from their bondage of the culture of silence (Freire, 1984). Dolping of the *Kalumaran* Organization speaking in behalf of the Indigenous Peoples appreciates the efforts of the RMP.

> *... "We saw how the the RMP helped the Lumads in Northern Mindanao in Bukidnon and in Southern Mindanao, most especially in the pre-school. We Lumads, one of our interests is to let the lumads know how to read and write, we are now on the road to learning our rights, that is why we are very grateful and thankful to the RMP for helping us..." (personal communication with Dolping Ogan, Secretary General of the Kalumaran Organization, December 10, 2013)*

This statement from an IP clearly indicates how hope is created through the establishment of the Literacy Numeracy Community School- a hope that tomorrow will be better and free from ignorance and illiteracy. A school for the IPs gives hope for a better life ahead.

Walking With the IPs: Challenge and Difficulties

The missionary work of the RMP is not without challenges and difficulties. One problem faced by the group is the financial capacity to sustain schools, but is made easier thru donations from agencies and groups that believed in the cause of the RMP. Despite the meager funding, the schools manage to survive. This can also be attributed to volunteer teachers who willingly serve despite the very small honorarium.

Militarization and harassment also poses as a problem to the RMP. The Literacy-Numeracy schools are regarded by the military as a training ground for future rebels accusing the sister-missionaries of indoctrinating the IPs with revolutionary ideas.

The sisters are worried over the reaction of the military towards their schools especially since they resort to harassing children and volunteer teachers. What shatters the hearts of the RMP missionaries is the terror and fear in the eyes of the IP children. Sister Famita Somogod admits this problem is far serious than inadequate funding for their schools. For the counterinsurgency efforts of the military is not only aimed against the New People's Army (NPA) but also against the community schools of the RMP in which the military view as a cultivating ground of future NPAs. In Northern Mindanao specifically, some IP Literacy Schools have been closed down due to the recurring militarization and human rights violations against the host communities (Somogod, 2012).

The IP community school in *Kinamaybay, Esperanza in Agusan del Sur* had been heavily affected by militarization. About 151 children

were forced to evacuate after the 30th Infantry Battalion of the Philippine Army (IBPA) occupied their community. In *Agsabo*, the primary school founded by the RMP had to shut down on July 19, 2009 after the families including approximately 185 children were forced to leave their community when the elements of the 26th IBPA camped in their barangay center (Somogod, 2012).

In March 2014, the IP students of *Tabangan* Learning Center evacuated their communities after their graduation ceremony was disrupted by the arrival of the 26th IBPA in Sition Tabangan, Binicalan, San Luis, Agusan del Sur. The children scampered for safety upon hearing gunshots in the area where the military was stationed just 100 meters away from school. The presence of the military has been suspiciously associated with their interests in rubber and cocoa plantations in the ancestral territories of the Banwaon tribe in the area (Somogod, 2012). These are the realities witnessed and experienced by young IP children. Their life is far from being normal.

The counterinsurgency efforts by the AFP robbed the IP children of their rights to enjoy their childhood. Every child regardless of ethnic affiliation has the right to education and a right to life. This is explicit in the United Nations Declaration of the Rights of the Child in 1990. However, this too is not respected in the indigenous communities where a child´s rights is continued to be violated.

CONCLUSION

A love that is real and active, is the core of RMP´s apostolate work. In doing such, they received in return the genuine smiles and appreciation from the poor people whom they have showed their love with. But these are also engulfed with the prowling hatred and suspicions of others who failed to understand their purpose. The RMP find strength in *2 Timothy 3:12* which says,

> *"Indeed, all who desire to live a godly life in Christ Jesus will be persecuted".*

This biblical teaching translates to a genuine commitment that knows no boundaries. Even in the face of hard encounters they remain still to be fully committed since they always find strength in the teachings of Christ and hence the more they face hard challenges, the more they have become persuaded to continue their community apostolate work.

It is inevitable that "others" view their apostolate mission with suspicion. The RMP's solidarity with the indigenous peoples is challenged by the continued militarization in their community schools. Their teachers are harassed and they are branded as NPAs or accused of indoctrinating the

indigenous children. But the RMP find strength in the belief that following the teachings of Christ will find its place in the Kingdom of God. The RMP also find strength in the sincerity of friendship and appreciation given to them by the indigenous peoples. Their solidarity with the indigenous peoples has given them new friends despite the religious differences. Though the RMP are religious missionaries, conversion among the natives was never part of their work. The RMP, while helping the indigenous peoples, respect their culture and traditions. They did not in any way attempt to convert the natives into the religion. They are helping the indigenous peoples because they constitute the poor and the oppressed. The RMP do not just limit their theological work to the Christian poor but even to the non-Christians. The sincerity of the RMP is best measured on how the indigenous peoples positively regard them. The IPs, just like the RMP, never saw the religious differences as an obstacle in establishing solidarity. The IPs affirmed that the RMP was one of the instruments why they are advancing their struggle against destructive elements that attempt to threaten their communities. Their encounter with the RMP facilitated their awareness of their basic rights. Also, the establishment of *Lumad* groups further advanced their struggle as they are now in the forefront in fighting for their rights.

RECOMMENDATIONS

It is also interesting for the future researches to consider the livelihood projects taught by the RMP to the indigenous peoples. The *weaving for hope project* spearheaded by the RMP encouraged the indigenous women to continue their indigenous craft, the *hinabol*. This indigenous product is marketed by the RMP locally, nationally and internationally. Another is to consider conducting a study on the psychological effects of militarization on the indigenous children attending the community schools of the RMP. The study may dwell on the psychological effects such as damage inflicted by militarization in the young minds of the indigenous children.

REFERENCES

Candelaria, S. M. (2012). *Comparative Analysis on ILO Indigenous and Tribal Peoples Convention No. 169, UN Declaration on the Rights of the Indigenous Peoples (UNDRIP) and Indigenous Peoples Rights' Act (IPRA)*. Manila, Philippines: International Labour Organizations. Retrieved on February 11, 2014, from http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-manila/documents/publication/wcms_171406.pdf.

Cariño, J. (2005). *Indigenous Peoples, Human Rights and Poverty*. Tebtebba Foundation. Indigenous Perspectives, vol. 7 no.1, 28-46. Retrieved from http://tebtebba.org/index.php/all-resources/category/5-indigenous-perspectives?download=37:indigenous-perspectives-vol-7-no-1.

Fawcett, B.G. (1994). *A Critical Analysis of Some Hermeneutical Principles Found in Latin American Theologies of Liberation*. Journal of the Evangelical Theological Society, 37/4, 568-581. Retrieved from http://www.etsjets.org/files/JETS-PDFs/37/37-4/JETS_37-4_569-581_Fawcett.pdf

Freire, P. (1984). Pedagogy of the Oppressed. Translated by Myra Bergman Ramos. New York: Continuum Publishing Corporation.

Gadoti, M. (1994). *Reading Paulo Freire*. Tanslated by John Milton. [e-book] United States: State University of New York Press. Available through Google books http://books.google.com.ph/books/about/Reading_Paulo.

Harris, A. (2006). The Theology of Struggle:Recognizing its Place in Recent Philippine History. Kasarinlan: Philippine Journal of Third World Studies, vol.21 no.2, 83-107. Retrieved from http://www.journals.upd.edu.ph/index.php/kasarinlan/article/view/403/369

Mandela, N.R. (July 16, 2003). Speech delivered in Mindset Network Planetarium, University of the Witwaterstrand Johannesburg South Africa. Retrieved from http://db.nelsonmandela.org/speeches/pub_view.asp

Mcdiarmid, A. (2012). *Agricultural Public land policy in the Philippines during American Period*. Philippine Law Journal, vol. 28 no.6, 851-888. Retrieved from http:// www.journals.upd.edu.ph.

Milan, F. (2006). *The Politics, Landowners' Resistance and Peasants' Struggle for Genuine Land Reform in the Philippines*. Institute of Agricultural

Economics and Social Science in the Tropics and Subtropics. Hohenheim, Germany. Retrieved from https://entwicklungspolitik.uni-hohenheim.de/uploads/media/Genuine_Land_Reform.pdf.

Mirus, J. (March 10, 2010). *Vatican II on the Church:Lay Holiness*. Catholic Culture. Org. Retrieved from http://www.catholicculture.org/commentary/otc/cfm?id=609.

Nairn, T.A. OFM (2007). Roman Catholic Ethics and Preferential Option for the Poor. American Medical Association Journal of Ethics,

vol.9, no.5, 384-387. Retrieved from http://virtualmentor.ama-assn.org/2007/05/msoc2-0705.html

Rawls, J. (1999). *A Theory Justice*. [e-book] United States: Harvard University Press. Retrieved from http://economia.uniandes.edu.co/content/download/41151/360980/file/Rawls99.pdf.

Red is the Color of the River Pulangi and Other Stories from the Margins (2012). Philippines:RMP-NMR.

Rural Missionaries of the Philippines (1991). Whatever May Happen to Me. Philippines: Rural Missionaries of the Philippines and Claretian Publishing.

Rural Integration Solidarity Work. Rural Missionaries of the Philippines.

Silverio, I.R. (March 16, 2012). Anti-Mining Advocate Killed inside his Own Home. Bulatlat. Retrieved on April 19, 2014, from http://bulatlat.com/main/2012/03/16/anti-mining-advocate-in-bukidnon-killed-inside-his-own-home/

Somogod, M. F, MSM (August 2012). *Education and Militarization of Indigenous Communities: Our Experience as Rural Missionaries in Mindanao*. KIDLAP.

US Catholic Bishops (1997). Economic Justice for All: Pastoral Letter on Catholic Social Teaching and the U.S. Economy. United States: United States Catholic Conference, Inc.

Youngblood, R. L. (1993). Marcos Dictatorship: Economic Development and Political Repression in the Philippines. Manila, Philippines: New Day Publishing.

2013 Karapatan Year-End Report on the Human Rights Violations in the Philippines. Retrieved on March 21, 2014, from http://www.karapatan.org/files/2013%20KARAPATAN%20YEAREND%20REPORT%20web_1.pdf.

TRENDS IN THE ADOLESCENT DELINQUENCY BEHAVIOR AT THE INSTITUTE OF ISLAMIC EDUCATION PONOROGO DISTRICT

Syarifan Nurjan[1]
Heru Kurnianto Tjahjono[2]
Muhammad Nurul Yamin[3]

[1] Doktoral Student of Islamic Educational Psychology, Universitas Muhammadiyah Yogyakarta Indonesia.
email: syarifan_flo@yahoo.com.

[2]Prof, Ph.D Program Islamic Educational Psychology of Universitas Muhammadiyah Yogyakarta Indonesia.
email: heruutilitas@yahoo.com.

[3]Ph.D Program Islamic Educational Psychology of Universitas Muhammadiyah Yogyakarta Indonesia.
moehyamien@yahoo.com.

Abstract

This study uses Structural Equation Model (SEM) in analysing the trends in the adolescent delinquency behavior which are influenced by psychosocial factors. This study holds the assumption that delinquent behavior is due to social neglect and can be influenced by psychosocial control. The population of this study were 1354 students of SMA Muhammadiyah I: 568 students, MA Maarif Al-Mukarrom: 323 students, MA Pondok Arrisalah: 261 students, and MA Darul Istiqomah: 202 students. Moreover, the total sample of this study were 225 students. Based on the findings, psychosocial control influences the behavioral delinquent tendencies of teenagers by 26.7%, while the environment influences (the behavioral delinquent tendencies) by 19.1% and internal adolescents negatively infleunces behavioral delinquent tendencies by 17.9%. The magnitude of the indirect influence of the environment to the adolescent's delinquent behavioral tendencies and the psychosocial control is 21.4%. While the internal indirect factors of the adolescent's delinquent behavioral tendencies influences psychosocial control by 4.5%. Thus, the environmental factors at the Institute of Islamic Education in Ponorogo (MA Pondok Modern Arrisalah, MA Maarif Al-Mukarrom, MA Darul Istiqomah and SMA Muhammadiyah I) is most responsible for causing delinquency among teens. In other words, if teens, family, school, peers, and the media is highly influenced by religiosity, then the behavior tends to correspond with society's values and norms. Hence, adolescents will be more cautious in thoughts and actions and will avoid the dangers of being delinquents.

Keywords: Adolescents; Institute of Islamic Education; Psychosocial Control; Delinquency Behavior.

INTRODUCTION

Adolescence involves a crucial process in one's life with so many changes ranging from the physical, biological, psychological to social aspects of life. These requires teens to face and overcome the challenges that comes along with these changes (Herien P., 2009: 4, R..A. Webster, et al, 1994: 647-657).

Adolescence is a time of change, a time when teenagers face a variety of new experiences. At the stage of childhood, most children live in a protected and arranged environment where parents or adults who care are the party in control. During adolescence, teens tend to become less dependent on the protection of families and step into situations that they have never been before. The movement to new neighborhood brings new situations and events (D. Baumrind in P.A. Cowan & E.M. Hetherington, 1991: 219-244, N. Grossman and K.N. Rowat, 1995: 249-261, SS. Robin and Johnson, 1996: 69-99)

Delinquent adolescents are commonly in schools based on the interview and focus group discussion by Herien P. (2009: 19) from various principals or supervisors. This includes lack of student discipline which is reflected in the frequent delays upon entering the school, students untidiness in school uniform, breaking the school rules such as smoking in or outside the school environment and 'hanging out' outside the school premises. The lack of student motivation for learning as reflected in the scarcity of students who read literature, insecurity of the students on the way home and going to school, and the difficulty of students to get public transport to get to and from school.

According to developmental psychologists Papalia et al. (2004), John W. Santrock (2007), Messina and Messina (2003), Gilliom et al. (In Santrock, 2007), there are several reasons why teenagers have delinquent behavior: (1) immature personality, (2) offspring (genetic), (3) the living conditions of an unstable family (not in harmony).

The symptoms of delinquency as noted above is almost difficult to find in Islamic educational institutions. Islamic educational institutions in this regard refer to boarding schools, educational institutions under the organization Muhammadiyah and Nahdlatul 'Ulama. It can be associated with the conclusion of Nata (2001) which states, teenagers who live in Islamic educational institutions including schools better understand, appreciate, and practice a religion well. Besides the teens who live in boarding schools can read the Qur'an properly, understand, and able to implement the teachings of worship well, the values of religion and morality.

Fauzi R. A. (2009) mentioned that students in boarding school commit violations such as smoking, dating or courtship, and staying outside the hostel, theft. R. Yasmar (2009) asserted that delinquency in the form of truant students, coming late to school, smoking, fighting, and the results of the interview (along Ust Syamsul Hadi Untung, 2015) in Pondok Modern Gontor Ponorogo portray various disciplinary offenses: in 2011, minor offenses 34 111, was 351, and the weight of 22; in 2012 in the form of violation 43 157 mild, moderate and severe 41 in 1138, and in 2013 in the form of minor offenses 39 100, was 450, and the weight 52. Ponorogo's Islamic educational institutions have junior high and high school, which are managed by an organization with 24 institutes, Muhammadiyah, Nahdlatul 'Ulama as many as 13 institutions, and in the form of boarding schools; with the criteria of modern boarding school *('ashriyah)* as many as 18 agencies, traditional *(salafi)* of 9 institutions, and the combination of modern and traditional as many as 33 institutions (Ministry of Religious Statistics Kab. Ponorogo, 2015).

Thus, a teenager's life can not be separated from the life of the surrounding community. At the Institute of Islamic Education, they perform a variety of adolescent psychosocial discipline approach, guidance and counseling, and moral coaching (S.N. Erna. R, 2009). Also, there is a development of social interaction among clerics and students (Andi W, 2009), as well as improving the pattern of communication and self-control for students (Rina J.P, 2013). The delinquent behavior among adolescents may be due to the routine activity according to Houghton et al. (2008: 205-223).

This research generally aims to analyze the trends in delinquent behavior of teenagers through psychosocial control approach. In particular, this study aims to (1) analyze the global models and the factors that influence the behavioral tendency among delinquent adolescents with psychosocial control approach to the analysis of Structural Equation Modeling (SEM). (2) outlines a general overview of Islamic educational institutions in Ponorogo in East Java with the identification of delinquency tendencies among adolescent behavior, (3) formulate a model of psychosocial control approaches in the prevention and countermeasures against the tendency of delinquent adolescents as well as the differences between Islamic educational institutions in Ponorogo.

THEORETICAL

1. Meta-Analysis of Delinquency Adolescent Behavior

Sample studies reviewed through meta-analysis based on the logical opinions of psychologists and

researchers from 89 journals with the following commonalities; 1) researches on delinquency among teenagers, internal factors and environmental factors with 41 journals, 2) researches on delinquency among teenagers and psychosocial control with 21 journals, and 3) researches religiousity in boarding schools with 27 journals.

The results of meta-analysis reveals the behavior of juvenile delinquents. Commonly, these juveniles commit crimes, due to the lack of attention from their families and is influenced by many internal factors in their cultural communities or school environment.

This study assumes that adolescents in boarding schools and Islamic institutions have the minimum the tendency of being delinquent as they are in a surroundings that is conducive to their transition/development as disclosed by Hill in psychosocial theory.

2. Delinquency Adolescent Behavior

a. Understanding Adolescents

Adolescence is a period of transition or the transition from childhood into adulthood. At this time individuals undergoing changes, both physically and psychologically. Changes are apparent physically, where the body is growing rapidly so as to achieve the body shape of adults accompanied by the development of the reproductive capacity (H. Agustiani, 2009: 76, Steinberg and Belsky, 1991: 131, Kimmel, DC, and Weiner, IB 1995: 87).

Adolescence is known as one period in the span of human life that has some unique characteristics. The uniqueness comes from the position of adolescence as a period of transition between childhood and adulthood (Lerner, Richard. M Lerner & David F. Hultsch, 1983: 94, Elizabeth Hurlock, 2006: 86), with physical changes, emotional changes, and cognitive changes (Piaget in Hurlock, 2006: 35-39).

Erikson (in Hurlock, 2006) says that adolescent is a person who is in terms of chronological age, ranges 12-21 years old, the transition of biological, cognitive, social, and psychosocial development is in a form of identity, autonomy, intimacy, sexuality and achievement.

b. Adolescent Behavior Theory

Behavior is a reaction to both simple and complex character in adolescents which does not happen automatically, but as a result of the stimulus received by the individual. The nature of adolescent behavioral reactions varries. That is, the stimulus may cause more than one response which is different and some stimulus may cause the same response (Anwar, 2009: 17). The relationship model of behavior that says that the behavior of (B) is a function of individual characteristics (P) and the environment (E), ie B = f (P, E) (Kurt Lewin in Azwar, 2009: 23).

Behaviorism as emphasized by Skinner is the scientific study of the behavior among observed responses and environment. B.F. Skinner (1969) explained that the mind, consciousness or unconsciousness is not needed to explain the behavior and development. Social Cognitive Theory (social cognitive theory) states that behavior, environment and cognition are important factors in people development. Albert Bandura (1986) was the architect of the contemporary version of the theory of social cognition, which was originally by Mischel (in Santrock, 2007) called cognitive social learning theory.

Bandura stated that behavioral factors, environmental, and personal/cognitive, such as confidence, planning, and thinking, can interact on a reciprocal basis. Thus, in views of Bandura, the environment can affect a person's behavior (in accordance with the views Skinner), which includes self-efficacy, self-identity, and self-control. The attitude and behavior of people will be different based on the situations in the environment (Tjahjono, 2011).

c. Theory of Delinquency Adolescent

Adolescents referred to as Juvenile Latin Juvenile, which means young people, the characteristic features of the youth, distinctive properties in the adolescent period, while the delinquent from the Latin "delinquere" which means ignore, which expanded into a nasty, naughty, anti-social, criminal offenders, noisier maker, troublemaker, peneror, wicked and so forth (Kartini K., 2006).

The term juvenile delinquency or rogue behavior is a symptom of illness (pathological) socially in adolescents caused by a form of neglect social, so they developed a form of deviant behavior (Hurlock, 2006, Conger & Dusek in Hurlock, 2006, Sarwono, 2008, Santrock, 2007).

Santrock (2007) identified the factors leading to juvenile delinquency, namely: identity, self-control, age (McCord in Kartono, 2006), gender, expectations about education and values in schools (Chang and N. Thao Lee in Kartono, 2006) , the family (Gerald Patterson and his colleagues in Santrock), influence of peers (Santrock, 2007), socioeconomic class, and the quality of the environment around the residence.

3. Control Theory of Psychosocial

a. Social ties as a factor of Delinquent Conducts

Indonesia is known as a transitional society or modernizing society. Such a society is different from traditional oriented society (traditional society) and modern society (modern society). State transition society according to

Emile Durkheim (1951), will bring the individual members of the community to the state of anomie which is normalness, which is a social system in the form of no instructions or guidelines for behavior. The condition of anomie or ambivalence (obviously not espoused values) and ambiguity (unintelligible form of behavior) (Sarlito, 2008), does not only apply to members of the adult community, but also to the teens.

The need for social cohesion through neighborhood schools run by religious organizations, such as boarding schools, or any other form, creates stronger social bonds among teens, further reduce the forms of delinquency, with various norms, rules, and personality *Islami*.

b. Social Control Theory of Travis Hirchi (2006).

The theory of social control start from the assumption or presumption that individuals in the same society, are either "good" or "evil". Good-evil one is fully dependent on strong social bonds with people (Paul H.S. 2008).

Thus, this bond needs clarity and strict adherence to the norms, and the factors that cause a person to be submissive or to obey the norms of society. Hirschi (2006) classified the elements of the social bond into four, namely: (a) attachment, (b) commitment, (c) involvement, (d) beliefs.

4. Internal Affecting Adolescent Behavior Tendency Delinquency

Adolescent behavior is influenced by self-control and self-identity. According to Berk (in Carter Hay, 2001: 707), self-control is the ability of individuals to resist the urge or impulse as opposed to behavior that does not conform to social norms.

Teressa C. Lagrange (1999: 41): focuses on the success of changing the self, self-destructive ward success, autonomy and freedom to set goals. The ability to separate the rational thoughts and feelings, as well as a set of behaviors that focus on personal responsibility for themselves, emotion regulation factors (consisting of active distraction, passive waiting, information gathering, comfort seeking, focus on delay object/task, as well as the peak anger) (Gilliom in Nicole et al., 2010: 31. Thomas et al., 2012: 378). Identity Theory of Stryker and Burke (in Santrock, 2007: 102) states that there are three uses of the word identity in general. The first is related to the culture, the second is related to the categories of collective relating to social structures, such as racial groups, gender groups, and others, the third related to the multi-role done in life.

5. Concepts Affecting Delinquent Behavioral Trends

a. The concept of family *Sa'adah*

Al-Attas (1995: 19) confirms *al-Sa'adah* in humans is the peak

of happiness by way of voluntary surrender to Islam with faith in Allah, and obey all the commands and prohibitions. Al-Attas (1995: 67) saw happiness has affinity with the world of two-dimensional *(duniawiyyah)* and the next *(ukhrawiyyah)*.

Al-Attas (1995: 43) classifies happiness into three cases, namely self *(nafsiyyah)*, body (badaniyyah), the things that are outside of the human self *(kharijiyyah)* such as wealth and others related to it. Based on this definition of happiness, there are two aspects in the life of every Muslim: faith and charity. Faith must be strengthened through all the pillars of faith and Islam as well as deep religious knowledge (QS. Al-Ra'd (13): 28). While charity accompanies the intention that practices the values of Islam and the nature *Mahmudah*.

b. The concept of religiosity *ta'dib* as school/boarding school

In Islamic education, known the terms al-study groups, *al-tarbiyyah* and *al-ta'dib* (Nasir B, 2001: 125). These three terms can be traced from the individuals own significance in relation to education (J.A. al-Suyuti, 1995: 111).

Said *al-ta'dib*, is *masdar* of *addaba* which means the process of educating that is more focused on the development and refinement of morals or manners. The substance is more focused on efforts to establish a Muslim personal morality. The use of the word al-Islam ta'dib in the language of literatures refers to the meaning of education, has started since the Prophet Muhammad sallallahu 'alaihi wa sallam as his saying, which means: "My God educate me, then he perfected my education". (Al-Attas, 1980: 25-30, Abdul Mujib and Mudzakkir, 2008: 67).

c. Religiosity concept among Peers

According Jalaluddin (2002) the word religion comes from the Latin root religio which is religare which means binding. Ansari (2006) defines religious, religion or din, as a system of belief or system of faith on the basis of something that is absolutely beyond human beings and is a system of rites (order of worship) of man to which is considered essential, as well as the system of norms governing the relationship of man with man, human and other natural beings with faith and governance system. According Gloc and Stark (in Jalaluddin, 2002, Thoules R.H., 2000), there are five aspects of religiosity: (1) aspect of ideology (the ideological dimension) relates to someone asserting the truth of their religion (religious belief).

d. The concept of media intensity

The intensity of media refers to the frequency of use of the media among teenagers. The intensity itself is influenced by the amount of time spent on activities related to media. Tubbs and Moss (2000: 200) states that the amount of time can be measured by the frequency

and duration of communicating. Altman and Taylor (in Griffin, 2008) put forward the theory of Social Penetration is an image of a pattern of development of relations, a process of identification as well as the social penetration refers to a bond of relationship in which individuals move from superficial communication towards a more intimate communication. The main component in this theory refers to reciprocity, which is a process where the openness of others directs the other person to be open (DeVito J., 2007: 38, West & Turner, 2008: 200).

METHOD

This research uses the Structural Equation Model (SEM) (Program LISREL) (Imam Ghazali, 2008: 89), which is also called A Covariance Structure Model to test the models empirically, and is used in explaining variance and the correlation between a set of variables that is observed in a system of causal factors that are not observed (unobserved) and to determine the influence either directly or indirectly of both endogenous and exogenous latent variables.

Some variables are independent variables in the form of internal juvenile, family environment, school environment, neighborhoods, and media. The controlled variables are the psychosocial mediators of family environment, school environment, media, and the dependent variable is in the form of adolescent behavior delinquency.

This study uses a psychological scale with self-control measurements developed by Gottfredson and Hirschi (1990: 117). The scale consists of 24 items, covering aspects of: the act of sudden, a decision shortly, the ability to see the risk, physical behavior, selfishness and patient manner.

The identity scale of Marcia (in Santrock, 2007: 129) includes the status of the adolescent: identity diffusion, identity forclosure, identity moratorium, and identity achievement.

The family environment scale in the form of Sa'adah and spirituality of Al-Attas (1995: 43), the self, the body, and the things that are outside of the human self: the school environment such as religiosity of Amatullah ta'dib Armstorng (in Abdul Mujib and Mudzakir, 2008: 22), namely education manners in truth, education manners in her dedication, education manners in Islamic law, education manners in friendship, and peer environment in the form of religiosity. Gloe and Stark (in Jalaluddin Rahmat, 2002: 98) explained that spirituality is ideology, ritualistic, experiential, intellectual and cross sectional in the form of

media intensity that communicates the frequency and duration of the communication (Tubbs and Moss 2000: 200).

The psychosocial control scale of Hirschi (1969), namely attachment, commitment, involvement, and beliefs and behavioral tendencies of adolescents' delinquency (Kalkhoff 2002), in the form of abusive behavior, dangerous behavior, and the material and physical impacts of the behavior of the victims.

The population in this study are 1354 students of grade 1 and grade 2 at SMA Muhammadiyah, MA Maarif, MA Pesantren Pesantren Modern and traditional MA (Department of Education, 2005). Thus the overall sample size of the population was 225 students or 15% of the population.

RESULTS AND DISCUSSION

1. Multicollinearity and singularity

Multicollinearity and singularity can be tested and detected from the value of the determinant of the covariance matrix. As presented in table 8.1.

In the sample table covariances value determinant of the sample covariance matrix = 0.000. From these values concluded that there was no indication of a problem Multicollinearity and singularity on the analyzed data. Despite showing zero value, the value is still positive that this model is still considered good (Imam Ghazzali, 2008: 97).

Table 8.1. Multikolinearity and singularitas

	KF	KM	ME	MH	KL	KOM	KE	KY	LK	LS	LTS	MD	ID	KD
KF	.095													
KM	.054	.077												
ME	.055	.061	.146											
MH	.066	.064	.133	.276										
KL	.013	.021	.042	.054	.248									
KOM	.005	.027	.022	.041	.125	.248								
KE	.011	.022	.034	.046	.125	.148	.253							
KY	.011	.027	.051	.085	.161	.147	.158	.281						
LK	.012	.023	.021	.034	.094	.072	.061	.092	.208					
LS	.031	.036	.041	.050	.112	.092	.096	.123	.104	.213				
LTS	.019	.024	.025	.057	.121	.130	.123	.150	.086	.141	.212			
MD	-.014	-.013	-.030	-.043	.011	.024	.016	.018	-.001	.009	.010	.264		
ID	.000	.005	.015	.018	.024	.033	.028	.051	.039	.012	.028	.018	.163	
KD	-.008	-.001	.003	-.001	.066	.066	.048	.075	.070	.027	.053	.000	.077	.165

Condition number = 39.438
Eigenvalues 1.049 .401 .242 .221 .195 .131 .117 .105 .100 .080 .074 .060 .046 .027
Determinant of sample covariance matrix = 0.000

2. Test the suitability of the model goodness of fit

Conformance testing research as shown in table 8.2 below.

Table 8.2. *Goodness of Fit Index*

Goodness of fit index	Criteria	Cut of value	Description
Chi-square	Harus	70,261	Fit
Significant	kecil	0,081	Fit
Probability	≥0,05	0,035	Fit
RMSEA	≤0,08	0,958	Fit
GFI	≥0,90	0,502	Not Fit
AGFI	≥0,90	1,277	Fit
CMIN / DF	≤2,00	0,978	Fit
TLI	≥0,90	0,987	Fit
CFI	≥0,90	0,943	Fit
NFI	≥0,90	0,987	Fit
CFI	≥0,90	0,906	Fit
RFI	≥0,90	0,987	Fit
IFI	≥0,90		

Conformance testing research models used to test how well the level of goodness of fit of the model in the study. Based on test results that have been presented above, it is known that of the 12 criteria, 11 of which are in good condition and one was in no fit. With this result the whole it can be said that the model study had the goodness of fit is good.

Results Analysis

Subsequent analysis is the analysis of Structural Equation Model (SEM) intended to test the model and hypotheses of this study. The Structural Equation Model was tested to find out the suitability of the model and the significance or causality through regression coefficient test.

a. Analysis of the hypothesis

Results of data processing for SEM analyses were conducted by modifying the indicies that describe the analysis of the research hypothesis as seen in figure 2 below.

The picture above is the result of SEM analysis that have passed the test modification indicies. Test modification among the indicies was done because the analysis of the model in the early SEM was ineligible Goodness of Fit.

Figure 8.1. Analysis SEM trends of behavioral delinquency

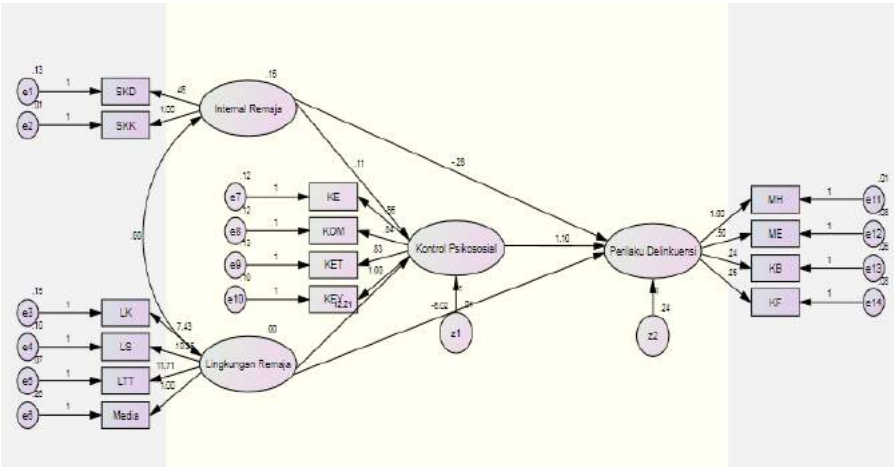

Table 8.3. Regression Hypothesis Testing Results Weight

			Estimate	S.E.	C.R.	P	Label
Control psychosocial	<---	Internal adolescent	.182	.061	2.980	.003	par_11
Control psychosocial	<---	Environment	11.567	14.344	.806	.420	par_12
Delinquency behavior	<---	Control psikosocial	.230	.220	1.043	.297	par_13
Delinquency behavior	<---	Internal adolescent	-.166	.083	2.004	.045	par_14
Delinquency behavior	<---	Environment	2.369	4.344	.545	.586	par_15

The results of hypothesis testing and regression weights in Structural Equation Modeling analysis is shown in Table 3 above.

Based on the table above, the hypothesis obtained the following results:

1. H1: the existence of internal influence among teenagers to psychosocial control in the above table amounted to 2.980 P value of 0.003. This result indicate that psychosocial control has influence among teenagers because it meets the prerequisites with the value of CR above 1.96 and meets the P values below 0.05. Thus, it can be said that the hypothesis 1 (H1) is accepted.
2. H2: the existence of internal influence on the behavior of adolescents' dilenquency in the above table amounted to 2.004 P value of 0.045. Results from these information provide that there is an internal influence on delinquency behavior teenagers, because it meets the prerequisites which the CR values above 1.96 and satisfy P values below 0.05. it can be said that the hypothesis 2 (H2) is accepted.
3. H3: the influence of the environment on adolescent psychosocial control in the above table is at 0806 P value of 0.420. Results from these provide information that there is no environmental influences on adolescent's psychosocial control, because it does not fulfill the prerequisites which the CR values below 1.96 and did not meet the P value above 0.05 can thus be said that the hypothesis 3 (H3) is not accepted.
4. H4: the influence of the environment on the behavior of delinquency adolescents in the above table is at 0545 P values for 0586. Results from these provide information that there is no environmental influences on the delinquent behavior of adolescents because it does not fulfill the prerequisites which the CR values

below 1.96 and did not meet the P value above 0.05. Thus, hypothesis 4 (H4) is rejected.

5. H5: the influence of psychosocial control the behavior of delinquency in the above table amounted to 1,043 P value of 0.297. Results from these provide information that there is no influence on delinquency behavior psychosocial control, because it does not fulfill the prerequisites which the CR values below 1.96 and did not meet the P value above 0.05 . Thus, hypothesis 5 (H5) is rejected.

b. Analysis of direct and indirect effects

1. Analysis of direct influence

a) The amount of direct influence of the adolescent's environment to control psychosocial is 0802 (80%) and the direct influence of internal teens to psychosocial control is 0168 (16.8%).

b) The amount of influence of psychosocial control to the trends in adolescent's delinquency behavior is 0267 (26.7%), while the adolescent's environment contributes to the trends in adolescent's delinquency behavior by 0191 (19.1%) and internal adolescents to the trends in adolescent delinquency behavioral of 0179 (17.9%) had a negative impact.

2. Analysis of the indirect effect

Results of the analysis of the indirect effect in this study, namely:

a) The amount of indirect influence on the adolescent's environment to the trends in adolescent's delinquent behavior due to psychosocial control is 0214 (21.4%)

b) The amount of indirect influence of internal adolescent's behavior to the trends in adolescent delinquency because of the psychosocial control is 0045 (4.5%).

Discussion

a. Trends in adolescent's delinquency behavior is caused by changes in the physical, biological, psychological, and social aspects of their lives. These changes comes with the pressure to overcome psychological, emotional, and behavioral challenges.

b. There are 586 Institutions of Islamic Education in Ponorogo which suggests that most teens have lived in Institutions of Islamic Education of Ponorogo. Adolescent's environmental influences to the trends in adolescent delinquency behavior is 0191 (19.1%) and internal teens by 0179 (17.9%) had a negative impact. The magnitude of the indirect effect on the adolescent's

environment to the trends in adolescent delinquency behavioral is mediated by psychosocial control of 0214 (21.4%) and the amount of internal indirect influence on the trends in adolescent delinquency behavioral pattern of the psychosocial control is 0045 (4.5%).

It provides information that adolescent environment has a strong influence on the trends in adolescent delinquency behavior rather than internal factors. And psychosocial control has a strong influence as well. The stronger the environmental function and internal adolescents as psychosocial control, the better in reducing the trends in delinquency behavior and the various unfavorable temperament among adolescents.

c. Differences between the Institute of Islamic Education (School Muhammadiyah, Maarif School, Pesantren Modern and Traditional Pesantren) in the treatment of delinquent adolescents provide as follows:

1) The direct effect of adolescent's environment to adolescent's delinquency behavior has dominated in SMA Muhammadiyah 1 of 49.4%, MA Darul Istiqomah 12.5%, and the others. It provides information that the Institute of Islamic Education that is less boarding schoool *(pesantren)*, has a direct sufficient influence to adolescent's delinquency behavior as compared to the adolescents in Institute of Islamic Education, who runs schools like Modern Arrisalah MA and MA Pesantren Darul Istiqomah.

Adolescents who spend time in boarding schools learn more in terms of Islamic values, commitment to self-identity, the ability to control themselves, a strong belief in the teachings of Islam, and is actively involved with the rules of the institution. The rules for forming social bonds is a form of adolescent psychosocial control.

2) The indirect effect of the adolescent's environment to adolescent delinquency behavior is influenced by psychosocial control of 30.4% in MA Maarif Al-Mukarram, 26.7% in MA Pondok Modern Arrisalah, and others. It indicates that the boarding school system form social bonds and serves as a mechanism for psychosocial control. Strong social bonds, forming a psychosocial control influence the trends in adolescent's delinquency behavior, as in MA Darul Istiqomah have an indirect negative effect and I SMA Muhammadiyah at the time was the school.

d. Model of psychosocial control approach in the prevention and countermeasures against the trands in adolescent delinquency behavioral in Islamic educational institutions in Ponorogo, namely:

1) Discipline, some ways and approach adopted within the framework of enforcement of discipline at the school/boarding school, such as socialization sunnah discipline, scrape disciplinary offenses with absentee night, involving students organizations/students in the discipline, various rules of discipline.

2) *At-targhib wa At-tarhib*

e. Critical reasoning

1) Adolescence is in a period of transition with changes ranging from physical, biological, psychological, to social aspects of a teenagers life. These changes causes pressure that leads in the forms of behavioral delinquent tendencies.

2) Psychosocial approach of internal control environment with a juvenile and religious values can reduce the tendency of teenagers' delinquent behavior. In some agencies; religiosity has lesser psychosocial influence on the trends among delinquent behavioral patterns.

3) The need for clear rules of discipline at-targhib wa at-tarhib and the activities that lead to competence and high achievement with teenagers watching developments in the various Institutions of Islam.

CONCLUSION

Internal and environmental factors on behavior trends in delinquency behavior is strongly influenced by psychosocial control. The stronger the role of psychosocial control, the trends in adolescent delinquency behavior decreases. This indicates that the Institute of Islamic Education and its role is expected to function as a control mechanism in adolescent development, especially in regulating delinquent behavior, hoping to usher teenagers into various achievements and the development of their talents.

REFERENCES

Agustiani, H., (2009). *Psikologi Perkembangan (Pendekatan Ekologi Kaitannya dengan Konsep Diri dan Penyesuaian Diri pada Remaja).* PT Refika Aditama, Bandung.

Al-Attas, M. N., (1995). *Prolegomena to the Metaphysics of Islam.* Kuala Lumpur: ISTAC.

----------, (1980). *The Concept of Education In Islam,* Kuala Lumpur: ABIM.

----------, (1995). *Haqiqat al-Sa'adah wa Ma'naha fi al-Islam.* Kuala Lumpur: International Institute of Islamic Thought and Civilization (ISTAC).

Andayani, B & Afiatin, T., (1996). Konsep Diri, Harga Diri, dan Kepercayaan Diri Remaja. *Jurnal Psikologi.* 23 (2). 23-30

Arnett, J.J., (1999). *Adolescent Storm and Stress, Reconsidered.* American Psychological Assosication, Inc., Vol. 54, No. 5, 317-326.

Azwar, S., (1995), *Sikap Manusia –Teori dan Perkembangannya,* Edisi ke 2. Pustaka Belajar, Yogyakarta

----------, (2009), *Penyusunan Skala Psikologi,* Edisi ke I, Pustaka Pelajar, Yogyakarta

Bandura, Albert., (1969). *Principle of Behavior Modification,* New York Holt, Rinehart & Wirston Inc.

Barnes, G. M., at. Al., (2007), Adolescents' Time Use: Effects on Substance Use, Delinquency and Sexual Activity, *Original Paper*, J Youth Adolescence 36: 697-710.

Barriga, A. Q., Sullivan-Cosetti, Marilyn., J. C., (2009), Moral Cognitic Correlates of Empathy in Juvenile Delinquents, *Journal of Criminal Behaviour and Mental Health,* 19: 253-264.

Burke, P. J., & Stets, J.E., (2009), *Identity Theory,* Oxford: Oxford University Press.

Carr, M. B., Lutjemeier, J.A., (2005), The Relation of Facial Affect Recognition and Empathy to Delinquency in Youth Offenders, *Adolescence,* Vol. 40, No. 159.

Cole, L., (1963). *Psychology of Adolescence.* Edisi ke-5 New York: Holt, Rinehard and Winston Inc.

Daniel C. K., (2004). Leadership: Creating a New Reality dalam Triantoro S., *Kepemimpinan*, Yogyakarta: Graha Ilmu.

Dhofier, Z., (1985). *Tradisi Pesantren: Studi tentang Pandangan Hidup Kiyai*. Jakarta: LP3ES.

Ghozali, I., (2008), *Konsep Aplikasi dengan Program AMOS 16.0*, Badan Penerbit Undip, Semarang

Griffin, A.M., (2008). *the First Look of Communication, Building Communication Theories,* Newyork, Harpers Row.

Grossman, N., dan Rowat, K.N., (1995). Parental Relationships, Coping Strategies, Received Support, and Wellbeing in Adolescents of Separated or Divorced and Married Parents', *Research in Nursing and Health*, 18: 249-261.

Hirschi, T., (1969), *Causes of Delinquency,* Univercity of California Press, Berkeley.

Hurlock, E. B., (1973), *Adolescent Development,* McGraw-Hill Inc.

----------, (2006), *Development Psychology, a Lipe Span Approach,* Fifth Edition, McGraw-Hill, Inc.

Jolley, J.M. and Mitchell, M.L., (1996), *Lifespan Developmental. A Topical Approach*. Chicago: Brown & Benchmark Publishers

Joreskog. K.G.S.D., (1999) *LISREAL'8: New Statistical Features*, Chicago, Illinois: Scientific Software International.

Kartono, K., (2006). *Patologi Sosial 2 Kenakalan Remaja,* Rajagrafindo Persada, Jakarta.

Kennedy, A.C., (2008), An Ecological Approach to Examining Cumulative Violence Exposure Among Urban, African American Adolescents, *Child Adolesc Soc Work J,* 25: 25-41

Kimmel, D.C and Weiner, I.B., (1995). *Adolescence. A Developmental Transition*. New York: John Wiley & Sons, Inc.

Lerner, R. M., Hultsch D. F., (1983), *Human Development a Life Span Perspective.* McGraw-Hill Inc

Lickona, T., (1991), *Education for Character,* New York: Bantam Book.

Messina, J. J. & Messina, C. M., (2003). *Developing Self-Control. http://www.coping.org/control/selfcont.htm.*

Modecki, K. L., (2008), Addressing Gaps in the Maturity of Judgment Literature: Age Differencers and Delinquency, *Law Hum Behav, Springer,* 32: 78-91

Mujib, A. dan Mudzakkir, (2008). *Ilmu Pendidikan Islam*, Jakarta: Kencana Prenada Media Group.

Papalia, D.E., Olds, S.W. & Feldman, R.D., (2004). *Human Development.* Edisi ke-9 New York: McGraw Hill Companies Inc.

Pervin. L.A., (1996). *The Science of Personality.* Toronta: John Wiley & Sonc Inc.

Petts, R.J., (2009), Family and Religious Characteristics' Influence on Delinquency Trajectories from Adolescence to Young Adulthood, *American Sociological Review,* Vol 74. P. 465-483.

Puspitawati, H., (2009), *Kenakalan Pelajar Dipengaruhi Oleh Sistem Sekolah dan Keluarga,* IPB Press, Bogor.

Rachmat, J., (2002). *Psikologi Islam*. Jakarta: PT Raja Grafindo Persada.

Rice, F.P., (1999). *The Adolescent, Development, Relationship, and Culture.* Edisi ke-9. Massachusetts: Allyn & Bacon.

Santrock, Jhon W., (2007) *Adolescence,* (Alih Bahasa: Shinto B. Adeler & Sherly Saragih), Erlangga, Jakarta.

Sarwono, S. W., (2008). *Psikologi Remaja*, Rajagrafindo Persada, Jakarta.

Sprinthall, N.A., and Collins, W.A., (1997), *Adolescent Psychology*. A Developmental View. St. Louis; McGraw-Hill, Inc.

Steinberg, L., (2000), *Adolescence.* New York: McGraw-Hill, Inc.

Taylor, L. D., et al., (2007), Self-Esteem, Academic Self-Concept, and Aggression at School, *Journal of Aggressive Behavior,* Vol. 33, 130-136

Tjahjono, H.K., (2011), The configuration among social capital, distributive and procedural justice and its consequence to individual satisfaction. *International Journal of Information and Management Sciences*, 22(1):87-103

Thouless, R.H., (2000), *Pengantar Psikologi Agama*. Penerjemah: Machnun Husein. Jakarta: PT Raja Grafindo, Persada.

Tubbs & Moss., (2000), *Communication Theories Paradigm & Theory*; New York, McGraw-Hill.

Career Mobility and Gender: A Descriptive Study of Selected DepEd Teachers in Iligan City

Manolita B. Olores – Regalado
manolita.regalado@g.msuiit.edu.ph
Dept. of History, College of Arts and Social Sciences
Mindanao State University-Iligan Institute of Technology
Iligan City, Philippines 9200

Abstract

Census findings disclose that in the Philippines, teaching is a woman-dominated profession. There are more female school teachers than male, both in the public elementary and secondary schools. Though teaching is a female-dominated profession, the highest occupational ranks and the highest paying positions are still occupied by male administrators.

The study is an attempt to investigate if gender is a factor in the career mobility of the DepEd (Department of Education) teachers in Iligan city. A total of fifty-seven male and female respondents in the elementary and secondary levels were included in the study.

The study shows that the male respondents occupy higher ranks than the female respondents. Interview data reveals that economic reasons, family responsibilities and childcare are the topmost priorities of the female respondents. Furthermore, women in the study are more constrained than men in pursuing a post – graduate degree. The burden of being a wife, a mother, and a career woman are among the factors that hinder married female respondents in their career mobility. It is also found out that certain physical attributes and qualities explain why women are considered less suitable and desirable for a certain task or assignments.

Findings also indicate that female respondents have generally less traditional views than the male respondents toward gender roles. Likewise, the idea that men and women have definite biological and personality characteristics is evident in the study. This leads to sex-role stereotyping which deters their career mobility. The study also confirms that *palakasan* and *padrino* system still holds true in the Department of Education (DepEd) in Iligan City.

Key words: Gender, Career Mobility, Teaching Profession, Traditional Roles, Gender Role Performance, Administrative Positions, DepEd, padrino, palakasan

INTRODUCTION

Education is a very potent factor in the advent of modernization. It opens doors and offers more opportunities for men and women in Philippine society. It gives women more access to paid work and economic securities. Education also makes women realize that they are no longer bound by norms and practices that severely restrict their mobility and career options in life. With sufficient education, women want equality in all things. They want to achieve and develop their capabilities. They want to show to the world that they can be equal to their male colleagues.

Filipino women today are highly visible in the bureaucracy both in the private and public sector. Women in the Philippines now find themselves in almost all professions and social positions. According to a report of the World Economic Forum (WEF), sixty-nine (69%) percent of firms in Southeast Asia are at least partially owned by women, the highest rate in any country. The Philippines ranks second in women's ability to reach corporate leadership position all over the world (Holtz, 2014).

According to the Global Gender Gap Report (2014) for the World Economic Forum (WEF), the gender gap for economic participation and opportunity now stands at sixty percent (60%) worldwide, having increased by four percent (4%) from fifty six percent (56%) in 2004 when the forum first started measuring it. Ooredo, which is one of the partners of the World Economic Forum, says that Nordic Nations remain the most gendered-equal societies in the world. In Asia and the Pacific, the Philippines remains the highest-ranked gendered-equal country, followed by New Zealand and Australia (Accessed on March 15, 2015).

In the Philippines, the percentage of licensed professional women is 63.7%, as opposed to licensed professional men at 36.3%. Teachers account for the highest percentage at 44%, with teaching considered a female dominated profession. Furthermore, among those with academic degrees, 56.2% were females and 43.8% males. Similarly, among those with post baccalaureate courses, women outnumbered male at 56.3 % than males at 43.7%. Census findings show that more women are enrolled in education courses and there are more female teachers. Data revealed also that in school year 2008-2009, 89.58% of the public elementary school teachers are female; only 10.42% of the population, however, are male teachers. Likewise, in public secondary schools, 77.06% are females while only 22.94% are male teachers (Webmaster, 2014).

In spite of the on-going changes in Philippines society, only few women were able to hurdle to the top. Even in a female-dominated profession such as education, the highest occupational ranks and highest paid positions are

still occupied by male administrators. According to CHED Chairperson Patricia Licuanan, the Filipino women's gain in higher education do not necessarily translate to social and economic advancement, as the work force continues to be dominated by men (Quismundo, 2012).

With high educational qualification as prerequisite to career advancement, women have indeed, opened up for themselves a wide array of professional choices and work arrangements. The question of where women should be, however, is far from settled.

OBJECTIVES OF THE STUDY

The purpose of this study is to investigate if gender relations is a factor in the career mobility of selected DepEd teachers in Iligan City. It also analyzes the effects or influence of the following factors in the pace and extent of their career mobility like;

1. respondents' career background, in terms of their educational attainment, sex, age, civil status, work experience, length of service, position/rank and school location currently serving;
2. the role and influence of their parents/members of the family in their career choice;
3. respondents' perception and attitudes about traditional and non-traditional gender roles and;
4. respondents' attitude towards gender role performance.

METHODOLOGY:

The sampling was purposive in nature. Fifty-seven (57) elementary and secondary teachers of the Department of Education in Iligan City are the respondents in this study. To obtain the necessary data, an open-ended questionnaire was administered personally. The same questionnaire also served as guide for an interview session with the respondents. In the conduct of the interview, the objectives of the study were explained to the respondents. A descriptive method including percentage distribution was used for the presentation and analysis of the study.

FINDINGS

A. Profile of Respondents

A total of fifty-seven (57) DepEd school teachers in Iligan City were included in this study; 24 males and 33 females. Of the total number of respondents, there are 13 males coming from the elementary level and 11 from the secondary. Whereas, there are 18 female elementary teachers and 15 from the secondary level. The uneven number of male and female respondents suggests that there are more female public school teachers in the country as compared to male. DepEd records showed that 423,549 or 86.3% of 491,338 teachers in the public elementary and high schools all over the country are women. Male teachers, on the other

hand, totaled 67,789 – 36,658 are in the primary level and the remaining (31,436) are in the secondary level – or 13.7 % of the total, as furnished by the Philippine Daily Inquirer in Esplanada's article (June 28, 2009).

Table 9.1 shows that majority of the respondents are married representing 79% of the total sample.

Table 9.2 shows that the respondents' age are clustered around the 31 – 50 age groups. Male respondents have a higher percentage at 87.5% as compared to female (60.6%). Male respondents are slightly older than the female respondents at 41.13 average age as compared to the female average age of 40.3.

Table 9.3 shows respondents' distribution in their length of service with the DepEd. What is striking in the findings, however, is that average age is not proportional to the respondent's length of service. This

Table 9.1. Gender and Civil Status of Respondents

	Male		Female		Total	
Civil Status	No.	%	No.	%	No.	%
Single	5	20.8	7	21.2	12	21.0
Married	19	79.2	26	78.8	45	79.0
Total	24	100.0	33	100.0	57	100.0

Table 9.2. Age Distribution of Respondents

	Male		Female		Total	
Age	No.	%	No.	%	No.	%
21 - 30	2	8.3	8	24.3	10	17.6
31 - 40	8	33.3	10	30.3	18	31.6
41 - 50	13	54.2	10	30.3	23	40.3
51 - 60	1	4.2	5	15.1	6	10.5
Total	24	100.0	33	100.0	57	100.0

Average Age: Male - 41.3 Female - 40.30

Table 9.3. Respondents' Length of service

	Male		Female		Total	
Years in Service	No	%	No.	%	No.	%
1 - 5	5	20.8	10	30.3	15	26.3
6 - 10	12	50.0	10	30.3	22	38.6
11 - 15	3	12.5	2	6.1	5	8.8
16 - 20	3	12.5	6	18.2	9	15.8
21 - 25	-	-	4	12.1	4	7.0
31 - 35	1	4.2	1	3.0	2	3.5
Total	24	100.0	33	100.0	57	100.0

Average length of Service: Male - 9.7 Female - 11.8

suggests that most of the respondents are still new in the service as public school teachers. It was found out that majority of them were former private school teachers prior to their entry to the public school. When interviewed, 5 of the male respondents were from the corporate world before their teaching careers. Three were employees of the National Steel Corporation, one a former bank employee and another one from a chemical company in Iligan that has since closed. The rest of the males are former private school teachers. This is also true with the majority of the females. Respondents admitted that their previous service in private schools is a plus factor why they were hired in the DepEd. Accordingly, being in the DepEd is already a promotion on their part, because the salary they receive is much higher and the workload is comparatively lighter. As reported by the Philippine Universities and College Guide, teaching in a public school gives more security of employment than teaching in private schools. Thus, becoming an employee of the government entitles him/her to security of tenure. When it comes to salary, the public school system offers more benefits than private schools, except for larger private schools.

A total of 26 respondents are assigned in the barrio/hinterland schools; this is because they are still new in the service. Others were re-assigned as head teachers or school-in-charge even if they occupy lower ranks. Interviewed respondents from the city's coastal schools disclosed that they were formerly assigned in faraway barangays for almost three years (the shortest duration) prior to their city assignment.

Findings also reveal that males (58.2 %) possess higher educational qualification (at least Completed Academic Requirements for MA; or Master's degree or a PhD holder) as compared to females (39.4 %). Table 9.4 shows that males are occupying higher ranks than those of their female counterparts. This can be attributed to their higher educational attainment. It means that educational preparation is necessary and an advantage for occupying higher ranks and even administrative positions. Formal

Table 9.4. Current Position/Rank of Respondents

	Male		Female		Total	
Position/Rank	No.	%	No.	%	No.	%
Teacher 1	13	54.3	22	66.7	35	61.4
Teacher 2	4	16.7	4	12.1	8	14.0
Teacher 3	3	12.5	6	18.2	9	15.8
Head Teacher 1	1	4.1	-		1	1.8
Master Teacher 1	2	8.3	1	3.0	3	5.2
Principal 1	1	4.1	-		1	1.8
Total	24	100.0	33	100.0	57	100.0

education, according to Jocano (1988), is the surest way to acquire a well-paying job in the future and consequently, better status and wealth. Mahtab (2011) stressed also that education is widely recognized as a gateway and an opportunity to better economic security and opportunity.

When asked to rate their pace of promotion, both male and female respondents considered their promotion slow (Table 9.5). In fact, one respondent answered that she was never promoted in her 34 years of service in the public schools. Only 7 (29.2 %) of the male and 5 (15.2 %) of the female considered their promotion fast. The findings are understandable since available items in the Department of Education (DepEd) are relatively few. This study further shows that promotions are rare in the DepEd. And if there are promotions it is usually kept to the barest minimum. The present economic condition in the country heightens the problem of the availability of more slots (items) or additional budget for re-ranking and promotion in the Department.

As reported by the Philippine Education Sector Assessment 2011 Executive Summary (July 2011), investments in our education sector are less compared with other countries in Southeast Asia. Although the Philippine government has been allocating the largest share of the national budget to education, the country continues to have the lowest percentage in terms of allocation for education, as a ratio to the country's Gross Domestic Product. As a result, the quality of basic education has greatly deteriorated. The country ranks among the poorest performers in East Asia and the rest of the world in terms of quality standards.

Table 9.5. Respondents' Educational Attainment

	Male		Female		Total	
Education	No.	%	No.	%	No.	%
Bachelors w/ MA units	10	41.8	20	60.6	30	52.6
MA (CAR)	5	20.8	5	15.1	10	17.6
Master's degree holder	7	29.2	8	24.3	15	26.3
Ph.D holder	2	8.2	-		2	3.5
Total	24	100.0	33	100.0	57	100.0

Table 9.6. Percentage Distribution of Respondents' Rate of Promotion

	Male		Female		Total	
Rate of Promotion	No.	%	No.	%	No.	%
Slow	17	70.8	28	84.8	45	79.0
Fast	7	29.2	5	15.2	12	29.0
Total	24	100.0	33	100.0	57	100.0

During the interviews, the following reasons surfaced why their pace of promotion is slow:

1. No vacant or available item/ position

"This is inherent in the system. Position and evaluation are rare or seldom because of the absence or slow release of items."(According to one male and three female respondents).They further added that the huge personnel population of the DepEd is a cause for the delay and slow promotion because many are vying for few items especially in the Master Teacher rank."

2. Loss of interest

a. "I am not interested because there are many requirements no time to reconstruct my credentials." (According to two male and three female respondents).

b. "I did not apply or attempt to because it is useless, I am still new in the service." (in an interview with a female respondent)

c. "I tried submitting all my credentials but until now nothing happened *gikapoy na ko og hulat* (I am tired of waiting), it's a waste of time and effort." (as lamented by five of the females respondents)

3. Not able to meet criteria for promotion

a. "I have not completed my MA." (one male and eight female respondents). When asked why, one of the female respondents stated health reasons "I could not cope with the demands of paper works." The three female respondents could not afford the tuition fees because they have no extra budget for it, especially the thesis writing pace.

b. "I was not promoted because I did not accept my transfer to another school." (male respondent)

c. "I had less number of training/ seminars attended." (three male and one female respondents)

4. *Padrino/Palakasan* system

"I am not influential with the promotion staff. I have no connection with the higher officials and most especially I always abhor this kind of promotion because I prefer to be promoted through merit system. I finished my MA several years ago but even now I am nailed in my Teacher 2 rank."(In an interview with a female respondent)

5. Favoritism/subjectivity in evaluating performance

''The teacher 2 item was not given to me because of a senior teacher in our school who is not a Master's degree holder. Instead the item was given to her by our principal because she will be retiring soon." (As disclosed by a female respondent during an interview)

For those who considered their promotion fast, they attributed it to their educational qualifications, length of service, number of trainings and

seminars attended. Of the mentioned respondents, two male and one female added that they have connections who helped them expedite their promotion. Because of the desire to upgrade their present situation, Andres (1985:5) mentioned that the *lusot* or *lagay* system is rampant when it comes to processing papers for promotions. It cannot be denied that many Filipinos get employed or promoted because of the *lagay* or *pakikisama* system. Getting a job or promotion in the Philippines is not always a question of skills and capabilities. In some instances, it becomes a question of how much you are willing to pay for the position. He who gives the highest "grease" money or *lagay* gets the job or promotion. And those who have less money resort to the *pakikisama* or *palakasan* system. With the latter, all the aspirant has to do is to approach an influential person (someone who is rich, in high position or politically powerful or better still, someone who has all three) he knows very well to recommend him to the recruiting or promoting officer. Nevertheless, respondents still believe that educational attainment, trainings and seminars are usually held to improve the teaching competencies and career advancement of teachers (see Table 15).

When asked who influenced them in their choice of career and profession, findings reveal that the traditional role of parents as the financier of a child's education greatly influenced the choice of career and profession. It shows that 54.2 % of the male and 60.6 % of the female respondents have been influenced by their father and mother in their choice of careers. Others say that they were influenced by their sisters, brothers, aunts and uncles in their career choice. This is because in Philippine culture, according to Zaide (2010:64), the family was the basis of society in ancient Philippines. Family ties then as they are today, were close and strong. This notion was also pointed out by Agoncillo (1990:7) that Filipino parents exercise almost absolute power on their children. Furthermore, Agoncillo added that it is unthinkable for a Filipino to do something important without consulting his parents.

The findings further suggest that this is a consequence of the closer relationship of the child to his/her family and conventional roles of the parents in the child's needs including education. Or it can be said also that due to their (respondents) gratitude to the parents and the belief that it is the parents who support their studies and needs, children are obliged to follow the advice of their parents in choosing a career or a profession. Jocano (2007) totally supports the importance of family to the Filipinos. He added that the family constitutes

the core unit of the Filipino social system and the central concern of every Filipinos is the welfare of the family since it is the only secure place in this fragile world of social realities. And it is therefore a source of economic, social and psychological support for all its members.

In an interview with the respondents, the following reasons were identified as motivators in taking up teaching as a profession.

1. Economic pressures

a. "My brother advised me to take up education and become a teacher because teaching is more stable in terms of income. Companies retrench employees from time to time but schools always hire teacher." (according to a male respondent)

b. "I worked before in a bank but it closed shop so I became jobless and took up Education units, besides I have relatives who are teachers occupying administrative positions. I believed they could help me, which certainly materialized (a male respondent)

c. "Being a farmer's son, I was encouraged to take up teaching because this is the most affordable profession." (as said by a male respondent)

d. "During my high school days I was a working student of my English teacher so she advised me to take up education and promised to help pay my tuition." (female Respondent)

e. "My parents could not afford a nursing course. Teaching was a very respectable and popular job in our barrio." (female respondent)

2. Employment purposes

a. "I was encouraged to take up teaching because male teachers are few and hope to be employed immediately." (male respondent) "My mother was a teacher, I hope that I can occupy her item when she retires (from a male and female respondent)

b. "I want to take up criminology but my height does not qualify me to but my father said that it's a dangerous job, so I ended in teaching." (lamented by a female respondent)

c. "I decided to take up BSEED because I realized that in terms of employment opportunities this course offers greater choices. Even in the remotest barrio, you can be employed as long as there is primary school (female respondent)

3. Role playing activities

a. "I loved gathering my playmates and I acted as the teacher during our play (classroom scene)."

(as revealed by a male and two female respondents)

b. "I joined a catechism class in my high school days wherein I was assigned to teach to a grade one class." (female respondent)

c. "I was always assigned to check our test papers and most of the time write our lessons in the board to be copied by my classmates. Xerox or photocopying machines was not popular in our time (female respondent)

4. Motivation by teachers

a. My church's Sunday school teacher assigned me to teach the young kids in our church, I loved children… I am delighted by them." (female respondent)

b. I idolized my teacher and said that someday I will become like her." (from a female respondent).

c. My Math teacher (a born again Christian) inspired me to take up teaching instead of an engineering course. He said that teaching is a missionary work and the noblest profession." (from a male respondent).

5. Peer encouragement

a. "My friend and I have the same NCEE result; she took up education since she is my best friend, thus, was the reason why I ended in teaching." (female respondent)

b. "I was the chairman of a student organization during my high school years and earned much popularity and experience. My friend told me that I would become a good teacher so I took up a teaching course." (male respondent)

The respondents who chose teaching because they love children and other laudable reasons should be appreciated for their noble intentions. Unfortunately, some of the respondents entered the profession for the wrong reasons. They got into teaching because preparation in college is less expensive and easier compared to other courses. The education courses are the most secure and most stable jobs and a stepping stone to an administrative position. Majority of them said that teaching is not their first choice of career but were only forced or dictated by their parents and siblings. One traditional Filipino value pointed by Jocano, as cited by Manauat in her study, is *pakikialam* or meddling to be informed with what is happening with their loved ones and in their personal affairs.

On the other hand, family background such as parents' occupation and income as an index of one's socio-economic status also serves as a related factor influencing the respondent's first steps towards obtaining an occupation or employment or one's choice of career.

B. Perceptions and Attitudes about Traditional and Non-Traditional Gender Roles

This section discusses the attitudes, opinions and beliefs of respondents about gender and occupational roles. At the same time, this also identifies how men and women are judged by different standards, which gives rise to stereotypes about appropriate roles and occupations for both men and women.

1. Role Expectations

A large number of male respondents 17 out of 24 or 70.8% said that household chores are joint activities of both husband and wife. The response of the male respondents conforms with the survey conducted in the US in 2007 as cited by the National Healthy Marriage Resource Center that majority of the husbands in the survey believed that spouses should take care of a greater share of the housework when their wives are employed. The same study found that women, even if they are employed full time, perform the bulk of routine housework and childcare. This further affirms the findings in this study that only 9 out 33 female respondents or 27.3 % said their husbands help them in the daily tasks in the home but the bulk of the workload falls on their shoulders. Fifteen (15) or 45.5% females responded that they are the one who usually do the task at home. The findings conform with Branch in her article in Duke Journal of Gender Law and Policy that although it may be true that more women than men would prefer to care for the home and family, even in the absence of cultural pressure, not all women desire such a role, which is also true in the findings of the study (see Tables 7 and 8). While 21% of the total respondents (5 male and 7 female) said their mother and members of the family are in-charge of the household chores because they are single. Out of the 33 female respondents, only five or 8.8 % revealed that their husbands are the primary caretakers of the home because they are jobless or self-employed. The rest of the respondenst answered that their in-laws help them.

The findings suggest that despite changes taking place in the Philippines, the wife's role expectation have remained basically the same as in previous generations where the wife is really a housewife. This implies that the employment of the wife does not change the pattern even among educated individuals. As pointed out by the Encyclopedia of Children's Health, on the home front, married working mothers, even those husbands espoused towards an egalitarian philosophy, still find themselves saddled with most of the housework and childcare responsibilities. It cited the book of Arlie Hochschild "The Second Shift" that the task performed most often by men, such as repairs and home maintenance chores, can often be done at their conveniences, as opposed to women's duties, such as cooking which must be done on a daily bases

and at specific times, giving women less control over their schedules. Looking back at Table 5 where female teachers occupies lower ranks and their lower educational qualification as shown in Table 4, the findings suggest that household and family responsibilities attributed for the same expectations on women's roles.

According the Shakeshaft, women are still responsible for the majority of child-care and homemaking. She added that women's responsibilities for family life slows their progress because of both external expectations and internal accommodations. Furthermore, she said that these responsibilities inhibit the ability of women to perform their jobs as school managers, and such responsibilities make women undesirable candidates for administrative positions, which is also the findings of this study. (See also tables 11, 12 and 13 for more supporting evidences.)

Thuo Karanja J.K enumerated some barriers for women in educational leadership namely: 1. Culture and socialization structure where society is highly patriarchal; 2. Workload expectation for educational leaders and parenting expectation for women; 3. Male dominance in educational leadership is also seen as barrier as men are likely to use this leverage to perpetuate the status quo by recruitment of male with same leadership dispositions, attitudes and philosophies; and, 4. Internal barriers include women's own decision not to apply for promotion, fear of failure and competitiveness.

Findings of the study reveal also that majority of the respondents (14 or 58.3% male and 28 or 84.8 % female) do not have any house help. This is because hired help is almost out of the question since they entail extra maintenance costs, which are beyond the resources of the household. The fact remains that teachers in the Philippines basically thrive on a hand-to-mouth existence.

It is no wonder why majority of the male respondents answered that doing household chores is a joint activity of both husband and wife. Or maybe the male respondents tend to agree with Fisher (2011:139) that men and women are like two feet - they need each other to get ahead and the world is changing in ways that can profit from women's skills as well as those of men. On the other hand, the study also implies that housekeeping takes up so much time of the female respondents suggesting lesser time is devoted to professional growth like taking a post-graduate degree course. This also corroborates with the article written by Mylene Hega, the secretary general of MAKALAYA, a women workers network (March 2003) which states that women's larger responsibility and the family impedes the use of their educational training and skills and even pursue it because of remunerative work.

Table 9.7. The rightful place of a woman is in the home to take care of the Children and Husband

	Male		Female		total	
	No.	%	No.	%	No.	%
Yes	4	16.7	5	15.2	9	15.8
No	20	83.3	28	84.8	48	84.2
Total	24	100.0	33	100.0	57	100.0

Table 9.8. Women who stay at home with the children are better mothers than those who work outside the home

	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	10	41.7	7	21.2	17	29,8
No	14	58.3	26	78.8	40	70.2
Total	24	100.0	33	100.0	57	100.0

Tables 9.7 and 9.8 display statements pertaining to the traditional roles of women as wife, homemakers and mothers. Majority of the respondents believed that the role of women is changing. The notion that children are better off if a mother stays at home and does not have a job is no longer viable today. While it is true that some of the respondents still cling to the stereotyped notion of the rightful place of a woman (based on their responses where a handful of them agree to the statements). Karambaya and Reilly (1992) said that society nowadays has made conscious effort to talk about the importance of equal opportunity, to eliminate overt discrimination, and to raise social consciousness about women. Lacar (1991) added that the non-traditional lifestyle is more acceptable now than they were before. The findings of the study also supports the statement of Cohen (2013) that the number of employed mothers have increased dramatically since the 1960s and especially in recent years, as more families require two incomes to support the needs of their family in a declining economy.

2. Gender Preferences

Table 9.9. Percentage Distribution of respondents as whether they have been bypassed for promotion or further training because of their sex

	Male		Female		total	
	No.	%	No. %		No.	%
Yes	4	16.7	1	3.0	5	8.8
No	19	79.2	31	94.0	50	87.7
Undecided	1	4.1	1	3.0	2	3.5
Total	24	100.0	33	100.0	57	100.0

As gleaned from Table 9.9, majority of the male (79.2 %) and female (94 %) were not bypassed of a promotion or further training because of their sex. However, 16.7 % of the respondents (4 male and 1 female) said yes. When asked to describe or specify the incident the lone female respondent said "*grabe gyod* (it's too much) I was qualified but the item was given to my contender who possesses no educational qualification *dili gani kabalo mo-Iningles* (doesn't even know how to speak good English). The rank/item was given to her because she is a close relative of our supervisor. I feel betrayed and bypassed. I wrote a letter of complaint but nothing happened. *Sa ako kalagot na mild stroke gud ko* (because of my anger I suffer a mild stroke), too much *palakasan* in the public school."

Only one response is related to gender as disclosed by a male respondent "*lalaki man gud ko di ko close sa ako principal nga babae, gihatag niya ang item sa babae nako nga co-teacher* (I am male and not close to our lady principal, she gave the item to my female co-teacher)." Findings of the study suggest, as agreed to by the majority of the respondents, that sex is not a deterrent for promotion.

In Table 9.10, male respondents (75 %) prefer male rather than female applicants/candidates for a teaching position. Only 8.3% of the male chose female. While a large number of the female respondents (45.5 %) tend to favor persons of the same sex in the teaching position. For this particular question, it is difficult to conclude because 15.1 percent of them were undecided.

The male respondents' reasons for choosing male as a teacher are as follows: first, male respondents have a desire to increase the male population of teachers (half of them gave that reason). As elaborated by one male respondent:

> "Male teachers are fast diminishing we want to put in more men to increase the male teacher population. It is also a way of attracting more males to enter into the teaching profession."

Second, the idea that male sex is superior was expressed by four of the male respondents.

> . . . "Male can be moved anywhere without any "*kuskus balungos*" (complaints). Men are more work-oriented, they do not complain and they can adapt easily to any situation

Table 9.10. Percentage distribution of the respondents' choice for a teaching position if limited to male/female candidate

	Male		Female		Total	
Preference	No.	%	No.	%	No.	%
Male	18	75.0	13	39.4	31	54.4
Female	2	8.3	15	45.5	17	29.8
Undecided	4	16.7	5	15.1	9	15.8
Total	24	100.0	33	100.0	57	100.0

and conditions. They are well-rounded, can do heavy jobs. We need them for electrical and carpentry works. They can be assigned in the hinterland schools. And most especially we need more Boy Scout Masters or coordinators and sport coaches."

Third, the cultural concept of sex-role stereotyping is very strong. This is evident in an interview with three of the male respondents

> "Men are less in personal necessities, not always absent because of menstrual cramps and other biological and health reasons. Males could not be pregnant and they don't have maternity leaves. Women are too "*mahinhin*" (slow footed), and too moody if they are pregnant which would affect their teaching competencies. If I have to choose between a male and a female applicant, I would give the position and item to the male applicant because he is the head of the family and really needs the job."

Furthermore, they added that males are good teachers because they talk less, have more output and are very good disciplinarians. On the other hand, the two males who chose a female applicant want to promote equality in the teaching profession. At the same time, women are more dedicated to their work, unlike men who are always "*bulakbol*" (gallivanting).

For the undecided male respondents, they reason out that the choice must be situation-based; vacant station; problems and conditions; and, the acceptability of the person to the teachers and the community should be taken into consideration.

Among the female respondents, they prefer males because:

1. They can be assigned to faraway places (schools) especially in a locality where transportation is difficult. They can still survive if the vacant position is in the hinterland.
2. They are easy to approach and can be convinced to do things the way you like it.
3. They are active, energetic, task-oriented and are supportive of school projects, especially in the physical improvement of the school. They can carry heavy or manual work compared to women teachers.
4. They do not have menstruations, no mood swings and no biological excuses.

The female respondents who chose a female teacher cited the following reasons:

1. Females are more responsible, diligent, resourceful, more serious and committed to their work.
2. They are motherly and very patient with their students.
3. It is easy to establish a good and harmonious relationship with the same sex.
4. Females are manageable, obedient, innovative and creative. They are also noted for their honesty and reliability.

However, one undecided female respondent gave the following reasons:

> "There are so many things to consider before making a choice. I will choose the one who has a good attitude and behavior. I will select the one who is most qualified and has leadership potentials. I do not consider gender as a criterion in the selection provided that one will meet the qualities. Gender does not matter; it is the performance that counts much."

Looking at the findings in Table 11, responses for this statement is a "tug-of-war" for both male and female respondents, particularly those who prefer a male boss (38.6 %) and the undecided respondents (38.6 %). Only 3 or 12.5 % of the male and 10 or 30.3 % of the female respondents prefer a lady boss. When asked why they prefer a male boss, male respondents say:

1. A male boss is always firm and consistent in their decision-making. (according to five respondents)
2. They are approachable and not so strict and has a better understanding of the complexities of interpersonal relationships, e.g. less prone to intrigues and "*tsismis*" (gossips) and do not talk a lot. (Two respondents)
3. Not emotional, more calm and has restraint (one respondent)
4. A male boss can easily understand their problems and shortcomings because they belong to the same sex. They could discuss things and other important matters anywhere. (three respondents)
5. They are strong in mind and in deeds, speaks his mind without the dictates of others and not fickle-minded.(one respondent)
6. And lastly, one male respondent said that the attributes of being "sure-fire" appears more potent on a male boss.

On the other hand, female respondents identify the following reasons for their preference of a male boss.

1. A male boss is not as meticulous unlike a female boss, who means a program or project can be easily pushed through because they are practical. A female boss is so meticulous to the extent of going into the smallest details which is irrelevant and time consuming. (one respondent)

Table 9.11. Percentage distribution of respondents' choice of superiors (immediate boss)

	Male		Female		Total	
Preference	No.	%	No.	%	No.	%
Male	13	54.2	9	27.3	22	38.6
Female	3	12.5	10	30.3	13	22.8
Undecided	8	33.3	14	42.4	22	38.6
Total	24	100.0	33	100.0	57	100.0

2. Working relationship with a male boss is smooth and harmonious because they do not entertain gossips; do not talk too much; easy to deal with and will listen to suggestions. (two respondents)
3. A male boss is consistent and firm in his decisions; have the guts to insist on his decisions; have the stability in making decisions. Most of all they don't play favorites (favoritism). (three respondents)
4. Unlike the woman boss who is very strict and not very "*kuti*" (stringent) male bosses are more understanding. They don't nitpick and are less bossy. (three respondents).

The male respondent who chose a female boss answered that a female boss is sensitive and very particular in the academic and physical aspect of the school which is necessary in education. They said that they could easily communicate with a female boss. Majority of the respondents said that their responses are based on their experiences working with a male and female school administrator.

The case of the Deped teachers is not isolated. A recent study published by the National Academy of Sciences conducted by business-school professors from Columbia University, Northwestern University and the University of Chicago, in an article published by Will Yacowicz in 2014, found out that when equally qualified male and female candidates apply for a job, the managers of both sexes are twice as likely to hire men than women.

The findings support the contention of Sto. Tomas (1991), former chairperson of the Civil Service Commission, that a lady boss is even a worst administrator especially in decision-making. She further explains that a woman gets to the top by working usually as hard as her male counterparts and, once she gets there, she expects her fellow women to go through the same route. No wonder that both male and female respondents answered that a woman boss is strict, bossy and overly meticulous.

C. Attitudes Towards Gender Role Performance

Taking care of babies is not necessarily a mother's job. However biological function has dictated it and the family has continued it. Thus it is acquired by force of tradition. Similarly, no law in nature requires the father to be the principal provider. Necessity forced it on him (Mendez et.al, 1984:13).

It is neither an economic nor a biological imperative that women be chiefly responsible for childcare. Nevertheless, this responsibility has been an integral part of the role of female in all known societies; no

society has ever assigned this role chiefly to males (Saxton, 1996:312).

The Philippines, as a patriarchal society, commonly believes that men and women have different roles to play. This patriarchy, according to Sobritchea (1992), is deeply entrenched in all its social, political and economic institutions and the appropriate roles played by men and women had been embedded in the cultural construction of masculinity and femininity. In turn, this, according to her, has greatly emphasized the significance and value of men's work over women's work which is often relegated with lesser weight and importance.

Evans (1994) compares sex role stereotyping to shame. She said that society's shame is not only rooted in the "dysfunctional" family. It is reinforced by our position in a "dysfunctional" society that historically has considered women less worthy of men. Womanhood is the weaker sex is maybe a lie, but it is no joke. Society's view of women seems to be predicted on the following myths: 1. Women are naturally passive and submissive; 2. Women are not capable of making decisions; 3. Women are too emotional and thus too often ruled by their feelings; and, 4. Women do not think logically.

The study identifies that sex role stereotyping is very strong in the Philippines as reflected in the results. The idea that men are strong, firm, risk-takers, decisive, logical and women as emotional, talkative, indecisive, and weak is very evident in the perceptions and attitudes of the respondents towards gender. As shown in Tables 9.12, 9.13 and 9.14, a large number of the male respondents tend to favor the statements while almost all of the females displayed a high degree of disagreement. Males claim that females' strength and ability are too limited and that physical risk is too great for a female administrator to handle. The trend of the study displays management/ administration as a stereotyped masculine area and many men still regard the male sexes as better administrators.

Table 9.12. Women administrators are less assertive and more passive than male administrators and most of the time is usually weak and indecisive

	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	19	79.2	3	9.1	22	38.6
No	5	20.8	30	90.9	35	61.4
Total	24	100.0	33	100.0	57	100.0

Table 9.13. In every field, even in professions where women are the majority, it is the men who are administrators because they think logically

	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	14	58.3	6	18.2	20	35.1
No	10	41.7	27	81.8	37	64.9
total	24	100.0	57	100.0	57	100.0

Table 9.14. The table below shows the percentage distribution of respondents' response if they are less likely to accept directives and evaluation from a woman boss

	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	9	37.5	10	30.3	19	33.4
No	11	45.8	19	57.6	30	52.6
Undecided	4	16.7	4	12.1	8	14.0
Total	24	100.0	33	100.0	57	100.0

Table 9.15, reveals that educational attainment and hard work count much in the career mobility and advancement of the respondents. The gender issue, however, was cast aside. A high level of agreement was expressed by the respondents. The study of Mai Shoua Khong (2010) among married Hmong-American women shows that in Laos, education and employment were restricted to sons who were more valued than daughters. Education nowadays serves as a way to free the minds of the Hmong women and to explore many opportunities. Education to them became a great resource that opened doors and introduced possibilities that perhaps would be otherwise closed and soon forgotten because of family responsibilities. Mahtab (2011) also stressed that investing in human capital through education is one of the most effective means of reducing poverty and a way to encourage sustainable development.

Table 9.15. Education and hard work are means of social mobility and advancement not gender

	Male		Female		Total	
	No.	%	No.	%	No.	%
Yes	19	79.2	30	90.9	49	86.0
No	5	20.8	3	9.1	8	14.0
Total	24	100.0	33	100.0	57	100.0

CONCLUSION

The study described and analyzed the effects or influence of the pace and extent of the career mobility of fifty seven (57) male and female teachers in DepEd, Iligan city. The presentation of data is basically descriptive. The collection of data was done through the use of an open questionnaire and interview schedules.

The following were the major findings of the study. Male respondents occupy higher ranks than females. This is because the former have higher educational qualification compared to the latter. As to their age the respondents are concentrated in the 31-50 age bracket. Based on their average age, women are younger than the men. Their average length of service is not proportional to their average age. This is because majority of them were first employed as private school teachers, while others worked in companies.

The findings tend to suggest that the respondent's income is far from the ideal even if combined with that of the spouse. Given this situation, majority of the married respondents claimed that they do not hire any house help. As a result, the sole responsibility of taking care of the home and children falls in the hands of the wife even if she is also busy with her teaching task. Though male respondents help in the household chores, interview data shows that economic reasons and family responsibilities constrain women from pursuing a post-graduate course. The burdens of being a wife, a mother, a homemaker and a career woman are obstacles faced by the married female respondents.

Majority of the respondents were influenced by their family (mostly parents) in their choice of career. They added that teaching is not their first career option but were only forced to because of the economic status of the parents.

The study also reveals that the traditional notion that males are superior to women in many aspects of life still colors the consciousness of the respondents. Women are considered less desirable because of some physical limitation and behavioral traits. Although there are indications that some are gender sensitive, the majority (more on the male respondents) still continue to favor the males in the recruitment of teachers; the same with the choice of immediate boss and other gender statements that were asked.

Female respondents have generally less traditional views than males toward gender roles. Perhaps this might be due in part to the women's growing awareness of sex-role stereotypes and their struggle for gender-equality in everyday life.

The continued preference for male teachers and the desire to increase/ attract male teachers in the profession are facts that cannot be denied in this study.

Although certain positive changes had occurred in Philippine society, this study found out that the unusual manner of attaining higher ranks is still based on the traditional mechanism of promotion -- the patronage, *padrino* and *palakasan* systems. Interview data indicate that some respondents have been victims of these bad practices.

Furthermore, findings also reveal that even in an area dominated by women such as DepEd, traditional norms and practices that pose as stumbling block to women still exists. It can be presumed that the same thing happens more so in male-dominated institutions.

BIBLIOGRAPHY

Books

Agoncillo, Teodoro A. **History of the Filipino People**. Quezon City: Gorotech Publishing, 1990.

Andres, Tomas D. **Management by Filipino Values**. Quezon City: New Day Publishers, 1985.

Evans, Christine B. **Breaking Free of the Shame Trap: How women get into It How Women Get Out of It**. New York: Ballantine Books, Inc., 1994.

Jocano, Felipe L. **Towards Developing a Filipino Corporate Culture**. Manila: Punlad Research House, 1988.

_____. **Management by Culture**. Manila: Punlad Research House, 2007

Mendez, Paz P. et. Al. **The Filipino Family in Transition: A Study in Culture and Education**. Manila: Centro Escolar University Research and Development Center, 1984.

Saxton, Lloyd. **The Individual, Marriage and the Family**. USA: Wadsworth Publishing Company, 1996

Zaide, Sonia M. **The Philippines: A Unique Nation**. Cubao, Quezon City: All Nations Publishing Co., 2010.

Journals

Karambaya, Rekha and Anne H. Reilley. "Dual Earner Couples: Attitude and Actions in Restructuring Work for Family." Journal of Organizational Behavior, Vol. 13 (November, 1992) pp. 585-601.

Lacar, Luis Q. "The Emerging Role of Muslim Women. Philippine Studies, Quezon City: Ateneo de Manila University Press, Vol. 39 (First Quarter 1991) pp. 3-22.

Sobritchea, Carolyn I. "Sexism and Militarization in Philippine Society." LILA (Asia Pacific Women's Studies Journal), No. 1, 1992.

Sto. Tomas, Patricia A. (Chairman, Civil Service Commission). "Women in Bureaucracy: For the Consultative on Women in Politics and Public Policy." August 8-10, 1991.

Online sources

Branch, Kathryn. *Are Women Worth as much as Men?: Employment Inequities, Gender Roles, and Public Policy*. **Duke Journal of Gender Law and Policy.** http://scholarship.law.duke.edu/djglp/vol1/iss1/7/ Accessed: April 7, 2015.

BSED (Bachelor of Secondary Education) in the Philippines. **Philippine University and College Guide.** http://www.finduniversity.ph/majors/bachelor-in-secondary-education-philippines/ Accessed: March 14, 2015.

Cohen, Ariel. *Study says traditional gender roles may be thing of the past.* **The Daily Caller**.http://dailycaller.com/2013/05/30/study-says-traditional-gender-roles-may-be-thing-of-the-past/ Accessed: April 6, 2015.

Esplanada, Jerry E. *Male Teacher an Endangered Species*. **Philippine Daily Inquirer (June 28, 2009).** Available : http://newsinfo.inquirer.net/inquirerheadlines/learning/view/20090628-212873/Male-teachers-an-endangered-species Accessed: March 28, 2015.

Fisher, Helen E. Enlightened Power: How women are transforming the practice of leadership. Available: http://books.google.com.ph/book?id=rjheuNtpFOoC&pg=PT91&dg=Helen+E.+Fisher+Enlightened+Power+Source=bl&ots=R7wViNB2rF&sig=WpCrgZtOHgtoROoHAKj2fRcxulk&hl=er Accessed: March 1, 2015.

Gender Roles and Marriage: A Fact Sheet. **National Healthy Marriage Resource Center. http://www.healthymarriageinfo.org/resource-detail/index.aspx?rid=3356** Accessed: April 1, 2015.

Hega, Mylene. *Participation of Women in Philippine Politics and Society: A Situationer*. **FRIEDRICH EBERT STIFTUNG Philippine Office**. Available: www.library.fes.de/pdf-files/bueros/Philippinen/50067.pdf Accessed: March 12, 2015.

Holtz, Michael. *Gender Gap has narrowed in more than 100 Countries.* **The Christian Science Monitor.** Available: http://www.csmonitor.com/World/Progress-Watch/2014/1117/Gender-gap-has-narrowed-in-more-than-100-countries. Accessed: March 3, 2015.

Khang, Mai Shoua. Hmong Traditional Marital Roles and the Pursuit of Higher Education for Married Hmong American Women. Available: http://www2.uwstout.edu/content/lib/thesis/2010/2010khangm.pdf Accessed: April 1, 2015.

Mahtab, Nazmunnesa. *An Assignment on Dimension of Gender Inequality and It's Impact on Society*. Available: http://www.academia.edu/663453/Dimensions_of_gender_inequality_and_It_s_impact_on_society

Manauat, Natividad Dominique G. Contextualizing the Filipino Values of Pagkalinga, Pag-aaruga, Pakialam, and the Feminist ethics of Care. Available: http://www.crvp.org/book/Series03/IIID-4/chapter-6.htm Accessed: March 5, 2015.

Ooredo: Supports WEF's Gender Parity Programme. Available: http://www.4traders.com/OOREDOO-GDR-13704294/news/Ooredoo--Supports-WEFrsquos-Gender-Parity-Programme-19360816/ Accessed: March 15, 2015.

Philippine Education Sector Assessment 2011 Executive Summary. Available: http://www.academia.edu/1433995/Philippine_Education_Sector_Assessment_Report

Quisismundo, Tarra. CHED: *There's gender gap in college, work*. **Philippine Daily Inquirer**. Available: www.newinfo.inquirer.net/204499/ched-theres-gender-gap-in-college-work Accessed on March 11, 2015.

Shakeshaft, Charol. 35: Gender and Educational Management. The Sage Handbook of Gender and Education. Available: www.uk.sagepub.com/northouse6e/study/material/reference/reference14.2.pdf Accessed: February 10, 2015.

Thou, Karanja J.K. *Gendered Leadership: A Basic Discourse on Women in Educational Leadership*. **Academia.edu**. Available: **www.academia.edu**/753838/Gendered_Leadership_A_Basic_Discourse_on_Women_in_Educational_Leadership Accessed: March 19, 201

Webmaster Statistics on Filipino Women and Men's Education. **Philippine Commission on Women**. Available: www.pcw.gov.ph/statistics/201405/Statistics-filipino-women-and-mens-education Accessed: March 10, 2015.

Working Mothers. Encyclopedia of Children's health>> U-Z>> Working Mothers. Available: http://www.healthofchildren.com/U-Z/Working-Mothers.

html Accessed: April 1, 2015.

Yakowicz, Will. *How to Remove Gender Bias from the Hiring Process*. **INC**. Available: http://www.inc.com/will-yakowicz/how-to-help-end-gender-bias-while-hiring.html Accessed: March 10, 2015.

Improving the Academic Performance of Students in the Fiscal and Financial Management Course at Nakhon Pathom Rajabhat University

Thidarat Suebyart
Faculty of Humanities and Social Science
Nakhon Pathom Rajabhat University
E-mail: Chanokchone_b@hotmail.com

Abstract

After the new curriculum was officially implemented by the Public Administration Program at Nakhon Pathom Rajabhat University (NPRU) in 2012, there were many changes made, including in the Fiscal and Financial Management subject. This course in the old curriculum was studied by the third-year students when they already had basic knowledge about economics, so they could understand fiscal and financial concepts easily. The purpose of this study is to answer the following questions: 1) How does the performance of second year students differ from third year students? 2) What are the factors that support the successful study of Fiscal and Financial Management? 3) How can the instructor improve the academic performance of second year students studying Fiscal and Financial Management in the future? This study utilized the concepts of action research to collect both quantitative data (from test results) and qualitative data (from focus groups) from 380 students in the second year and the third year of the Public Administration Program at NPRU. Results showed that the performance of the second year was lower than the third year as a result of a combination of factors. However, even the performance of the third-year students was influenced by the large class sizes and other negative factors and became a focus for improvement. In addition, it was shown that basic factors such as student motivation, a productive classroom environment, and responsible study habits are necessary for students to understand this rather challenging subject. These factors were focused on, by the students and the instructor, in the second half of the term. As a result of quite low midterm passing rates and focus group feedback, the instructor made significant, student-centered changes in the second half of the term. Preliminary results from the final exam indicate that the changes made by the students and by the instructor in the second half of the term were successful.

Keywords: Curriculum, Public Administration, Fiscal and Financial Management

INTRODUCTION

Nowadays, education is more important for the people because Thailand is developing and better jobs are available. In addition, Thailand joined the ASEAN Economic Community (AEC) in 2015 so there are more opportunities and challenges for the people. For students who are graduating, there is more competition for good jobs. To help students be successful in the AEC, many the universities are trying to develop their curriculums including Nakhon Pathom Rajabhat University. In 2012, the Public Administration Program revised its curriculum so that students can have on-the-job training for their entire fourth year. As a result, the timing of many courses had to be changed and condensed. One of these courses is Fiscal and Financial Management. This subject is concerned with fiscal policy, monetary policy, taxation, expenditure, pubic debt, and government policies for development. Public Administration (PA) students must know about these topics so that they can be effective in government jobs in the future. Students at other the universities must also study this subject in the third year. This course in the old curriculum was studied by the third-year students when they already had basic knowledge about economics, so they could understand fiscal and financial concepts easily. However, in the new curriculum, second year students have to study this course before they study economics, so it is difficult for them to understand basic concepts like supply and demand. In the first term of 2013, there was an overlap between the old curriculum and the new curriculum, so both second and third year students had to study Fiscal and Financial Management in the same term with the same instructor. This created additional challenges because the large number of students studying the subject in the same term were required to join smaller student groups to create much larger class sizes with up to 94 students in one class. The researcher was concerned about students' comprehension, motivation, and performance and, as a result, the researcher decided to undertake this research. The purpose of this study is to answer the following questions: 1) How does from the performance of second year students differ from third year students? 2) What are the factors that support the successful study of Fiscal and Financial Management? 3) How can the instructor improve the performance of second year students studying Fiscal and Financial Management in the future?

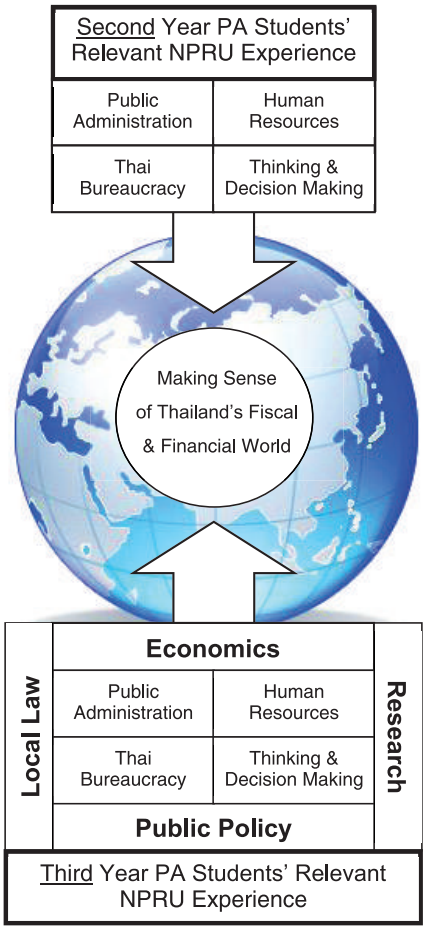

Figure 10.1. Making sense of Thailand's fiscal and financial world - a comparison of the different perspectives of second and third year Public Administration students due to the differences in relevant NPRU experience. Adapted from *Comprehension and Learning: a conceptual framework for teachers* (pp. 1-12), by F. Smith, 1975, New York: Holt, Rinehart and Winston.

Figure 10.1 is a diagrammatic representation of the students' impact prior to their university experience on how they make sense of the world, specifically Thailand's fiscal and financial world, and it highlights why the second and third year students have different perspectives in relation to this course.

Third year students who were studying Fiscal and Financial Management had a reasonable amount of prior knowledge. They had more experience with other subjects, including Economics, Public Policy, Local Law, and Research, so they could interpret and understand the new concepts more easily. Unfortunately, the second-year students had much less prior knowledge and less experience, so they struggled to make sense of the financial world of Thailand, specifically as it relates to fiscal management for effective public administration. While the researcher could try to increase their background knowledge, the researcher could not create a year's worth of experience for the second-year students.

LITERATURE REVIEW

According to Lin S. Norton (2009), there are two main classifications commonly used for concepts of teaching: information transmission and support of students' learning. The first is where instructors consider themselves to be knowledgeable about their subjects, and they transmit what they know to their students. This can also be considered content-oriented or teacher-centered. In contrast, the second type of teaching has the

instructors as facilitators rather than transmitters. They support the process of active students determining meaning and acquiring knowledge themselves rather than simply receiving it from instructors. Learning-orientated and student-centered are other terms for this process of learning support.

These concepts are related to how the Fiscal and Financial Management subject is taught. The researcher use both teacher-centered and student-centered methods for this subject. When the researcher transmits the background information about the economy of Thailand, the researcher teaches by using PowerPoint slides, followed by some exercises for the students after finishing each chapter. However, in 2013, in the second half of the first term, the researcher focused more on giving case studies for students to discuss in groups in the class in a learning-oriented process (see Figure 10.4 in the Conclusion).

The researcher initially avoided case studies in this term due to the second-year students and the change in the curriculum. Case studies are more difficult for second year students for two reasons. The first reason is that they lack the basic knowledge about general economics so the researcher must spend more time in the information transmission stage. This, in turn, allows less time for student-centered activities. The second reason is that they are less able to participate in these discussions because they do not understand the subject as well as the third-year students and also do not have other related background knowledge that the third year students have already acquired. Overall, this is detrimental to the second-year students' motivation because simply receiving information from me is less enjoyable than the student-centered activities. This reduced motivation makes them less likely to pay attention, which also reduces their understanding of the subject. In contrast, the third-year students can more actively participate in the discussions and understand the key concepts for use in their future careers.

Motivation is critical to the learning process. Without motivation, it is very difficult for students to learn. There are four factors that can affect the motivation of students according to Keller (1983): relevance, interest, expectation, and satisfaction. Student's motivation can be increased if they consider the work to be relevant or if they are interested in it. Likewise, if they expect to succeed and/or feel satisfaction in their achievement, it can be motivating. Unfortunately, students can also be de-motivated if they have problems with the work, if it is too hard, if they cannot meet the expectations, or if they have had a bad experience before.

These factors are of concern in relation to my students. In terms of relevance, the researcher can explain to second year students how fiscal and financial management is very relevant to their future work. However, because they have not had any work experience, it may be difficult for them to imagine and it is not very motivating. It is a little more motivating for third year students, who are about to start their first internships in a government office or business, as they can see more directly how knowledge from this subject will help them in their jobs. In addition, if the class is too difficult for second year students, it may de-motivate them because they do not expect to succeed. Students who received low scores on the first test (a large majority) may also have been de-motivated because they did not feel satisfied with their performance. Finally, the researcher's ability to make the class interesting with extra activities was limited by the large class sizes and the time needed to teach extra background information to the second-year students. Therefore, student motivation was a big challenge in the first term of 2013 and this research study was able to directly influence the students' learning experience.

Frank Smith (1975) said that students try to make sense of the world by relating all of their experience to the theory of the world in their heads, which is what they have been developing and testing since they were born. This theory is what students bring with them to school: their expectations, their attitudes, and their beliefs. When they want to make sense of what they are learning, they will use this prior knowledge because it is their foundation for learning. As they continue to learn, they will integrate the new experience with the old and their foundations will grow. However, just as the summary of their experience allows them to interpret new events, a lack of experience might distort the process and interfere with comprehension and learning.

RESEARCH METHODS

1. The study and related research:

1) This study focused on quantitative and qualitative data from 203 second year and 177 third year students in the Public Administration Program at Nakhon Pathom Rajabhat University studying Fiscal and Financial Management.

2) Concepts from action research were used in order to deal with a problematic situation and improve student learning.

2. Research tools:

The research was done in two stages. In the first stage, the scores on the Fiscal and Financial Management test #1 and the midterm examination were used to compare the

performance of second and third year students. The researcher used the first test and the midterm examination in order to be able to make any necessary changes in the second half of the term to improve the learning process and increase the achievement of the students. The scores on the final examination were used in the second stage of the research to assess the effectiveness of the changes made in the second half of the term.

3. Information collection methods:

There were three methods of data collection: compiling test results; gathering student input from focus groups in class; and observing the second and third year students in the classroom while studying Fiscal and Financial Management in the first term of 2013.

Quantitative Research Results

Test #1, the midterm examination and final examination results were analyzed to find the maximum, minimum, and mean scores. They were also compared to show the difference in performance between the second and third year students. The midterm and final were additionally categorized to show the percent correct and equivalent grade ranges. Finally, the midterm and final results were graphed to show a clearer picture of overall results.

Table 10.1 shows the total results for test #1 taken by five groups of second year students and five groups of third year students. When the researcher evaluated these results, two important points were clear.

First, the mean scores for both second year and third year were below the passing score of 2.5 (50% of 5). This was, of course, a matter of concern. Test #1 was taken after the students finished the first two chapters. The questions were about fiscal and financial management in terms of the basics of public finance and how the government can manage the budget to give welfare to the people. If the students could not pass Test #1, they had failed to grasp the basics of the course.

Secondly, the performance of the third-year students was better than

Table 10.1. Scores of the second and third year Public Administration Program students on the Fiscal and Financial Management test #1

Test #1	Number of students	Max (out of 5)	Min	Arithmetic mean	Comparison of mean scores	Percentage difference
Second year	203	4.0	0	1.83		
Third year	177	4.5	0	2.22	+ 0.39	+ 21%

the second-year students as shown both in the maximum and the mean scores. The mean score of the third-year students was 21% higher than the mean score of the second-year students. This is a significant difference though not unexpected, considering the difference in the knowledge base between the two-year levels.

Table 10.2 shows the total results for the midterm taken by five groups of second year students and five groups of third year students. Like test #1, the mean scores for both groups were below the passing score of 17.5 (50% of 35). Again, the performance of the third-year students was better than the second-year students, though the difference was much smaller at only 5%. Because the midterm was a much more significant test and the scores were quite low, the researcher carried out additional analyses of the results.

In Table 10.3, the ranges of midterm scores, percentage correct and the equivalent grades can be seen. Importantly, the table also shows the number and percentage of second year students who achieved those ranges. It was very troubling to see that only a total of 11% achieved a C or higher, while 29% received a D or D+. Even more disturbing was the fact that 60% of second year students failed the midterm.

Table 10.4 shows the same ranges as Table 10.3 but with the numbers

Table 10.2. Scores of the second and third year Public Administration Program students on the Fiscal and Financial Management midterm

Midterm	Number of students	Max (out of 35)	Min	Arithmetic mean	Comparison of mean scores	Percentage difference
Second year	203	25.5	6.5	16.03		
Third year	177	27.0	6.5	16.88	+ 0.85	+ 5%

Table 10.3. Scores of the second-year Public Administration Program students on the Fiscal and Financial Management midterm categorized by range according to percentage correct and equivalent grade

Midterm scores	Percentage correct	Equivalent grade range	Number of second year students (out of 203)	Percentage of second year students
31.5 - 35.0	90 - 100%	A	0	0%
28.0 - 31.0	80 - 89%	A	0	0%
24.5 - 27.5	70 - 79%	B - B+	4	2%
21.0 - 24.0	60 - 69%	C - C+	18	9%
17.5 - 20.5	50 - 59%	D - D+	59	29%
0 - 17.0	Below 50%	E	121	60%

Table 10.4. Scores of the third-year Public Administration Program students on the Fiscal and Financial Management midterm categorized by range according to percentage correct and equivalent grade.

Midterm scores	Percentage correct	Equivalent grade range	Number of third year students (out of 177)	Percentage of third year students
31.5 - 35.0	90 - 100%	A	0	0%
28.0 - 31.0	80 - 89%	A	0	0%
24.5 - 27.5	70 - 79%	B - B+	7	4%
21.0 - 24.0	60 - 69%	C - C+	23	13%
17.5 - 20.5	50 - 59%	D - D+	48	27%
0 - 17.0	Below 50%	E	99	56%

and percentages for the third-year students. Their performance was slightly better, with a total of 17% achieving a C or higher. However, 27% still earned a D or D+ and a majority, 56% of third year students, also failed the midterm.

On the positive side, the differences between the second and third-year students were smaller than on test #1. This could indicate that second year students were starting to build their understanding of the subject. In addition, more third year students earned grades of B, B+, C, or C+ on the midterm and fewer third-year students received grades of D, D+, or E in comparison with second-year students. However, the scores were still poor, so the researcher analyzed them further to get a clearer picture.

Table 10.5. Comparison of the percentage of second and third year Public Administration Program students achieving percentage correct ranges on the Fiscal and Financial Management midterm

Percentage correct	Equivalent grade range	Percent of second year students	Percent of third year students	Percentage difference
90 - 100%	A	0%	0%	-
80 - 89%	A	0%	0%	-
70 - 79%	B - B+	2%	4%	+2%
60 - 69%	C - C+	9%	13%	+4%
50 - 59%	D - D+	29%	27%	-2%
Below 50%	E	60%	56%	-4%

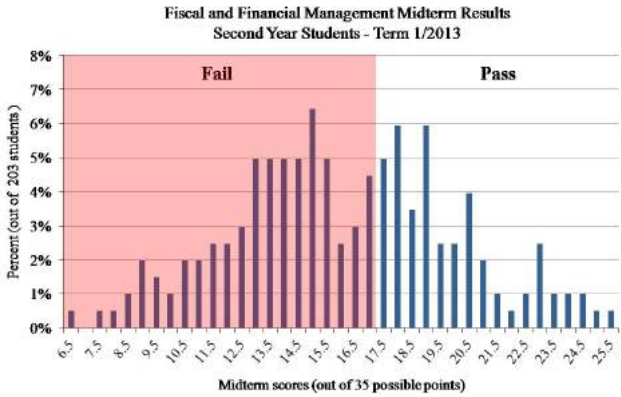

Figure 10.2. Midterm examination scores achieved by second-year students analyzed by percentage with failing scores highlighted

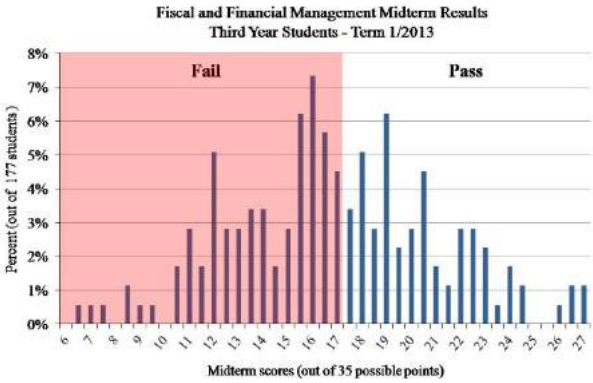

Figure 10.3. Midterm examination scores achieved by third-year students analyzed by percentage with failing scores highlighted

In Figure 10.2, the graph shows the percentage of second-year students achieving scores ranging from 6.5 to 25.5. When the failing scores are evaluated more closely, it can be seen that most of the failing students received 13-15.5 points. A student with 13 points would need to improve their performance by 35% to earn 4.5 additional points and a passing grade which might be difficult to do. On the positive side, the majority of the scores were not at the bottom of the range.

Figure 10.2 can be compared to the third-year students' scores and percentages in Figure 10.3. Percentages were used in these two graphs rather than the number of students to make comparisons easier (203 second year students versus 177 third year students). It can be seen that a higher percentage of third year students were close to passing with 15.5-17 points. A student with a score of 15.5 would only need two additional points, or a 13% improvement, to pass the test. Therefore, although 56% of the third-year students failed the midterm, almost 24% were within two points of passing.

Qualitative Research

Qualitative Research Methods

After seeing the low scores on the first test and the midterm exam, the researcher decided to organize focus groups to understand the students' challenges and brainstorm with them about ways to help them improve for the second half of the term. The researcher also wanted to know the factors that support the successful study of Fiscal and Financial Management from the perspective of the students, especially from the students who did better on the exams. My goal was to find new ways to motivate and teach the students so they could understand the subject better in the second half of the term and have a better chance of passing the course. In addition, my intention was to be student-centered by encouraging students to analyze their own performance and results and directly participate in the problem-solving process.

The researcher wanted to involve all students in this process rather than just taking a representative sample of students. Therefore, the researcher conducted the focus groups with each section. As previously mentioned, the class sizes were large so, in each class, the researcher separated the students into three groups. The researcher was teaching a total of six sections which meant a total of 18 focus groups. The researcher also decided to talk to them during class time as their time outside of class was limited and it was too difficult to coordinate everyone's schedules to arrange another time.

The criterion for separating the groups was the combined score of test #1 and the midterm which was a total of 40 points. The three groups were those with the highest scores (over 25 points), the middle scores (20-25 points), and the lowest scores (less than 20 points). The researcher wanted to see if students with similar scores had similar learning strategies and ideas for improvement. The researcher believes that the behavior of the students, both inside and outside the classroom, affects performance and test scores. Therefore, the researcher was interested in what they did in class, after class, and at home in their free time that affected their understanding of this subject.

In order to gather this information, the researcher spoke with each group for 30 minutes. The other groups also listened as the researcher spoke with each group so they could learn from each other and share ideas. The questions asked were about past behavior as well as brainstorming for future improvement.

Past Behavior Questions:

- How has their classroom behavior affected their understanding of the subject?

- When did they read the course textbook after class?
- How did they study for the exams?
- How much time did they study outside class?
- Why are their scores low or lower than they would like them to be?

Brainstorming for Future Improvement:

- How can they change their classroom behavior to improve their understanding and performance in this course?
- How can they increase their understanding of this subject outside of class?
- How can they study more effectively and get higher scores?
- What can the instructor do to motivate them and support their learning process?

The researcher made notes of the students' comments during and after the focus group discussions. Later, the data were compiled from the six sections; analyzed the feedback from the highest, middle, and lowest groups; summarized the main ideas; compared the second and third year students' responses; and drew conclusions.

Qualitative Research Results

The following is a summary of the main ideas from the focus groups.

Student Motivators

- Third year students were going to have their first internships at the end of the term, working in a government office or other business for 100 hours during the break before the second term. Therefore, they were more motivated to increase the knowledge that could help them in their internships.
- Second year students with low grade point averages were afraid of getting a grade of D in this course and having to leave the university. At the end of their second year, they cannot continue studying if their GPA is lower than 1.8. This motivated them to improve their performance in the second half of the term.

Negative Effects on Student Motivation (both second and third year)

- Large class sizes negatively affected student motivation because of limited teacher-student time, limited activities, and increased noise. The largest section had 94 students.
- Students disliked studying with combined groups. For example, 54/69 had to study with 54/72. The groups were different levels, for example, 56% of 54/69 students passed the midterm versus only 29% of 54/72 students. They also had

different overall characteristics and classroom behavior so they did not always study effectively together.

- The schedule of some sections could have a negative effect on student motivation. Two of the sections studied late in the day, from 15:40 to 17:20. Students were tired at the end of the day and some were worried about being able to get public transportation home. These factors reduced their attention in class. In addition, another section studied on Monday morning from 8:30 to 11:20. Many students went home to stay with their families on the weekend and their homes were sometimes quite far from the university. They were often late to class on Monday morning because of transportation delays and traffic congestion. When they were late to class, they missed the introduction and background explanation of the chapter and, consequently, struggled to understand the remainder of the material.
- The second-year students also had limited time outside of class because they were studying many subjects. They had eight subjects which meant they had less time and energy for this subject. In contrast, the third-year students only had five subjects so they could spend more time studying outside class.

Third Year Factors for Successful Study

- Successful third year students prepared for examinations by reviewing in small groups in the library and doing the exercises in the book for each chapter.
- The third-year students could understand the course relatively well because they had already studied Economics.
- From the instructor's classroom observations: Overall, the third-year students paid attention better in class than the second year.

Third Year Challenges

- Their scores were lower because they did not have enough time to study. They had to participate in many activities in the Public Administration Program (Democracy Exhibition, ASEAN parade, and freshman orientation) so some of them did not have enough time to do exercises and other class work.

Second Year Challenges and Ineffective Learning Strategies

- They had not studied Economics yet, so they could not understand Fiscal and Financial Management concepts very well.
- They did not have other basic knowledge related to the course.
- For examinations, many second-year students did not read

the recommended additional materials related to the course that would increase their background knowledge, like newspapers, economic textbooks, public policy books, and so on.

Challenges for Both Second and Third Year Students

- Most students did not read enough books for the examinations.
- They did not do the assigned exercises because the instructor did not check the assignments and did not give any points for them.
- In the first term of 2013, students had to take many midterm exams on the same day so they did not have enough time to study for each subject, including Fiscal and Financial Management.
- Some students only studied right before the midterm exam in front of the exam room.
- Students felt they did not have enough time to finish the midterm exam. This term, the researcher changed the format of the test because of the large number of students. Last term, there were 40 multiple choice items, with five choices for each item, and one essay question. This term, there were 70 multiple choice items, with five choices for each item. Students had one hour to complete the test. The feedback received was that students thought they could get higher scores on the exam if they had more time.

Comments from Highest, Middle, and Lowest Scoring Groups

- Highest scoring groups: Some students reviewed notes and read books before going to bed before the examinations. Other students did more exercises and participated in tutorials with their friends.
- Middle scoring groups: They read fewer books for the examinations and did not do the exercises for each chapter.
- Lowest scoring groups: They did not read books for the examinations and did not pay attention in class. Some students played games on their phones or talked with friends during class.

How can they change their classroom behavior to improve their understanding and performance in this course?

- Pay better attention in class.
- Do not talk with friends or play on their phones.

How can they increase their understanding of this subject outside of class?

- Study more at home.
- Do the chapter exercises.
- Tutor with friends.

How can they study more effectively and get higher scores?

- Do exercises to help them review each chapter and understand the topics.
- Do group work in class and out, rather than individual work, so they can share ideas and help each other.
- Do case studies in groups so they can understand better by working together instead of having more lectures.
- Would like higher scoring students to tutor lower scoring students.

What can the instructor do to motivate them and support their learning process?

- Speak more slowly and explain each chapter more.
- Give more examples in the class for each chapter.
- Give a worksheet for students to do before studying the next chapter.
- Give points for completing the exercises to motivate and reward the students
- Give more time for exams and reduce the number of choices per item from five to four.
- Take the students to see public sector management firsthand, such as by visiting a municipality. Unfortunately, this term we could not go outside the class because of the large class sizes.

CONCLUSION

The purpose of this study was threefold. My goal was to answer the following questions and, in the process, ideally improve the course results for all students. For the first question, "How does from the performance of second year students differ from third year students?" the answer could be found from both the test scores and the academic behavior of the students. The second-year performance was lower than the third year as a result of a combination of factors: their limited background knowledge; their higher workload of eight subjects and, therefore, their more limited free time to study; their reduced attention in class; and, in general, their poorer study habits. However, even the performance of the third-year students was influenced by large class sizes and other negative factors and became a focus for improvement.

In terms of the second question, "What are the factors that support the successful study of Fiscal and Financial Management?" the answers were gathered from student brainstorming and feedback as well as the consideration of the instructor. Basic factors such as student motivation, a productive classroom environment, and responsible study habits are necessary for students to understand this challenging subject. These factors were focused on, the

students and the instructor during the second half of the term.

For the final question, "How can the instructor improve the performance of second year students studying Fiscal and Financial Management in the future?" The researcher thought about the students' feedback carefully, focusing on student-centered group activities in class to increase students' understanding, and instituted the following changes in the second half of the term.

To reinforce important concepts and serve as examples from the chapters as requested by the students, the researcher gave case studies with group work to the students so that they could share knowledge with their classmates and work out their own answers. Some groups were then chosen to present their results in front of the class for everyone to consider and discuss. The case studies were quite successful in engaging the students, increasing attention in class, and deepening their understanding of the topics. The positive cycle can be seen in Figure 1.4 below.

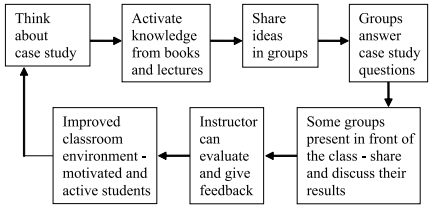

Figure 10.4. Positive cycle of student-centered case studies with group work

The researcher also gave more economic background as well as the current news about the economy of Thailand. Then the students participated with group work in class to exchange ideas. To increase student motivation, the researcher gave extra points when students could answer questions in class. Moreover, they could get rewards when they got the highest score in the class on an assignment.

As students requested, in the second half of the term the researcher spoke more slowly and explained each chapter more. Before the midterm exam, the researcher spoke more quickly to cover all of the material and to have time for extra explanations for the second-year students and manage the large class sizes. The researcher taught chapters 1 to 5 and reviewed the exercises with students after finishing each chapter.

After the midterm exam, the researcher used five new strategies to increase students' understanding. The researcher made students: 1) do more exercises after finishing each chapter and for which they were given points; 2) do a group report about public finance; 3) review each chapter in class with me before studying the next chapter; 4) complete writing assignments in class after finishing chapters; and 5) write conclusions about each chapter in their notebooks. After the researcher

used the new strategies, students understood the concepts better than in the past. They can adapt and share knowledge with their classmates. The researcher was also stricter in terms of classroom behavior in order to improve the learning environment for all students. Finally, the researcher gave 90 minutes for the final exam, which is 30 minutes more than the 60 minutes for the midterm, and the number of choices for each exam item was reduced to four instead of five.

Some negative factors were identified in the qualitative research that were outside of the instructor's control, such as large class sizes, combining of groups, number of subjects being studied, exam schedules, and so on. Unfortunately, no changes could be made for these issues in this term, though these should be considered for future terms.

From the quantitative and qualitative results, the researcher was able to conclude that both second and third year students needed significant improvement in their performance, supported by their own efforts as well as the instructor's. However, the second-year students would need much more effort in the second half of the term to pass the course.

Suggestions

1. We should study using student-centered methods in the class to share ideas together and motivate the students more.
2. Instructor should invite a mayor or other government officers to give firsthand knowledge and real world experience to students. This could help motivate students and help them understand the importance of the subject.
3. Students should read or watch the news before studying this subject so they will understand the government policies better.
4. In their second year, students should study Economics in the first term and Fiscal and Financial Management in the second term. If they study Economics first, they can understand Fiscal and Financial Management better in the following term.
5. When changes are made to a curriculum, it would be helpful to have input from instructors who teach the subjects. Subsequently, the curriculum should be evaluated for effectiveness by students and teachers and it would be beneficial to correct any problems. The curriculum could also be evaluated by recent graduates who can give feedback on the important things that they learned that they use in their jobs or areas where their education was lacking.
6. Class size should be considered carefully, especially for more

difficult subjects. If the class size is too large, the time for individual teacher-student or even teacher-group interaction is limited. It can also reduce the types of activities that can be done in class or outside class. This has a detrimental impact on student's motivation, learning, and performance as can be seen in the lower scores of the third-year students this term. Their performance has been worse than students in previous years, most likely due to the large class sizes.

7. The number of subjects that students are studying should be considered by all teachers when assigning homework and other assignments.

REFERENCES

Keller, J.M. (1983). Motivational design of instruction. In Reigeluth, C.M. (ed.) *Instructional Design Theories and Models,* Lawrence Erlbaum Associates, Hillsdale, New Jersey.

Norton, L.S. (2009). *Action Research in Teaching and Learning*, Routledge, London and New York, p. 6.

Smith, Frank (1975). *Comprehension and Learning: a conceptual framework for teachers*, New York: Holt, Rinehart and Winston, pp. 1-12.

Knowledge Management and Leadership in Malaysia[1]

Halimah Abdul Manaf
School of Government,
College of Law, Government and International Studies,
Universiti Utara Malaysia
MALAYSIA

INTRODUCTION

In the knowledge age reveals the increasing demand on people and organizations to be more imaginative, intuitive, inspiration leaders that can manage human intellect and convert it into useful product and services (Goffee & Jones, 2000). In this age require people to produce more work in short time. Those are less education and training try to keep up their productivity by using common sense and intuition or tacit knowledge (**Holste & Fields,** 2010). A major challenge in organization is mostly jobs and roles requires both tacit and explicit, however tacit knowledge cannot be communicated and diffused through formal language system (Hartley & Allison, 2002).

Wagner and Strenberg (1987) claims that the ability to acquire and manage tacit knowledge indicates of managerial success. By identified employees that using tacit knowledge is the main strategies to keep a talent, loyal, productive employees (Suppiah & Sandhu, 2011).

Even, organizations have valuable and knowledgeable employees but it useless if they unable to access and utilize this expertise by sort, transform, record and share knowledge (Smith, 2001). This is importance to organization to create support mechanism therefore creative people are continuously apply their knowledge. Valuable knowledge, particularly tacit knowledge flow out by outsourcing, downsizing, mergers and terminations. Employees leave out bring together their valuable knowledge, resources, skills and experience with them. Remaining staff and newcomers would replace their job never use their wealth of accumulated knowledge. In this conjunction, it brings huge benefit if organizations have mechanism to channel knowledge to existing staff. It is significant because statistically,

1 Has been published in Asian Journal of Public Affairs and Policy, Vol. 1, No.1. 2016.

90% of knowledge in organization is embedded and synthesize in people heads (Lee, 2000). Normally, employees not realize what they do and don't know. By exchange, flow and use knowledge people would apply insight knowledge. To gain benefit from insight knowledge, organizations have recognize, nourish, support and apply this particular knowledge. Knowledge is asset similar with money or equipment, exist and give benefit in the context of the strategy used to apply them (Stewart, 1997). The objective of this study is to examine the initiatives by leaders to encourage knowledge sharing practices and managerial tacit knowledge in high and low level of Malaysian local government.

Knowledge Management in Public Sector

A learning culture in the public sector (Yusoff, 2005) promotes knowledge management, specifically knowledge sharing among organization members who believe that learning by sharing knowledge will improve work performance (Suppiah & Sandhu, 2011). In the sense that the main activities in the public sector are knowledge intensive, such as developing and providing knowledge (Willem & Buelens, 2007) permit employees extending their skills and knowledge by sharing with others (Osterloh & Frey, 2000). Knowledge sharing approach be able to utilizes the talent, perspectives, and ideas of members and creates common understandings particularly regarding work (Hackman, 1987). To share these valuable knowledge in practical ways, some researcher suggest knowledge sharing mechanisms consist of personalization and codification techniques (Boh, 2007) and mentoring programs (Eddy et al., 2005) are often used to exchange ideas, experiences and skills among members.

The knowledge that is necessary for high performance in work groups can be tacit knowledge (Polanyi, 1966), codified knowledge or knowledge embodied in routines (Zander & Kogut, 1995). Tacit knowledge that is useful in managerial practices (Hu et al., 2009). An organization is considered to be functioning well and meeting the demands of its competitors if it is capable of integrating the knowledge, expertise and skills of its employees; this includes elements of tacit knowledge.

Scholars generally discuss the subject of tacit knowledge alongside other types of knowledge: namely explicit knowledge (Polanyi, 1966). Tacit knowledge is abstract but it is identifiable as a form of knowledge. Tacit knowledge is embedded in mental processes, it originates from practical experience, it is expressed through application and it is associated with a process of learning by seeing and

doing (Choi & Lee, 2003). Meanwhile explicit knowledge is highly codified and transmitted in formal ways (Nonaka & Krogh, 2009). It can be created and transferred verbally or computerized, it can be written down, in patterns or diagrams and it can be created via information technology (Choi & Lee, 2003).

However, tacit knowledge is more relevant because people have imbalances in time and workload and this means they rely on common sense and intuition or tacit knowledge to complete their work (Engstrom, 2003). An organization has to manage valuable knowledge appropriately and support efforts to gather, sort, transform and share knowledge. The importance of tacit knowledge is also supported by statistical reports that show 90 percent of organizational knowledge is embedded and synthesized in people's heads (Wah, 1999). Therefore, organizations realize that tacit knowledge should view as a prime factor in terms of attracting and maintaining a talented, loyal and productive workforce (Smith, 2000). Much of this tacit knowledge is embedded in social interactions through communication and knowledge sharing (Han & Anantatmula, 2007).

In the public sector knowledge sharing plays an important role in preventing knowledge loss (Cong & Pandya, 2003). To enhance effectiveness in the public sector, government agencies need to share their most effective knowledge sharing practices. Cong and Pandya, (2003) and OECD (2003), for example, found that the retirement of civil servants and frequent transfers of knowledge workers across government departments also creates new challenges for the retention of knowledge, the preservation of institutional memory and the training of new staff. There is also competition for talented workers with the ability to share knowledge.

Governments have responded to this agenda in different ways. The focus of this study is Malaysia whose government realized that increased levels of performance, effectiveness and efficiency can be supported by knowledge management practices (Kasim, 2008). The Malaysian government's efforts to improve public sector performance and efficiency began with the introduction of vision 2020, 9th Malaysia Plan: this became the national agenda. There were also demands by its people to turn Malaysia into a developed country. Additionally, the former Malaysian Minister of Finance emphasized that Malaysia had made a paradigm shift from a production-based economy (p-economy) to a knowledge-based economy (k-economy) as a result of the government's effort to develop high levels of human capital in the

21st century (Zainuddin, 2000). This Malaysia plan focuses on frontline government agencies such as local authorities. As a frontline agency, local authorities have a close relationship with public needs and they provide public goods to local people. Local authorities also have a responsibility to share knowledge via technology and human resource management tools. Local authorities also provide a diverse range of services to external customers as part of their responsibilities as regulators (Brysland & Curry, 2001).

Yet, in the Malaysian public sector, the field of knowledge management is still at an early stage and there are debates about the effectiveness of knowledge management practices (Zahidul et al., 2007). Even so, a wide range of mechanisms for knowledge sharing and re-use are being initiated and implemented within local government to address concerns about knowledge loss and to promote knowledge value across the organization. However, there is little empirical evidence available (Zhou, 2004).

This paper seeks to examine initiatives processes of organizational knowledge sharing from the lens of local authorities' leader. This is developed through a detailed consideration of knowledge sharing practices and important determinants of leadership influences in work performance.

METHOD

This study was employed qualitative design with semi structured interview as main instruments. The aim of semi structured interview with the group of interview was to find out what practitioners understood by each of concepts underlying study. Because semi structured interview is the most adequate tool to capture how a person thinks of a particular domain. Conducting semi-structured interviews enable exploring for more information and adopt the research instrument in order to generate the relevant information to answer the research objective, modify their order based upon what seems most important in the context of the interview (Robson, 1993). In addition, semi structured interview is proposed to help the researcher to keep subjects focused on the themes of research.

In this present study combines closed and open ended questions together. It begins with predetermined questions and at the same time asks related, unanticipated questions that were not originally included. Hence, it allows discovering additional issues which may not covered in the initial survey (Saunders et al., 2009).

Totally 8 interviews were conducted with the senior managers to explore the understanding and the practices of knowledge sharing on this particular sample. Senior managers are significant contribute to the knowledge sharing management

specifically as a key decision makers encouraging a culture of knowledge sharing in which employees are encourage to apply tacit knowledge in problem solving (Lin & Lee, 2004). These 8 interviews in this present study with 2 interviewees in each different star ranking of performance in local authorities. The first interview was conducted with director of human resource management. According to the tacit knowledge managerial context, this person has criteria's of expert group. He provides the process of accumulated tacit knowledge and sharing mechanism in their organizations perspective. Further, the second interview with the directors from legal officer in low performance local authorities, thirdly interview with director of quality and corporate department, fourth with Mayor of City Council, fifth, sixth and seventh with head departments of human resource, eighth interviews with director of engineering department.

The main focus was on identified the understanding and implementation of knowledge sharing mechanism and managerial tacit knowledge.

As the nature of this study require managers who involve with daily managerial work, there are contextual elements were controlled. Firstly, the interviewees were selected from those who are working experience as managers within the local authorities context. This was to ensure that the interviewees would have involve with the managerial work implies that working environment enable arising of acquisition tacit knowledge.

The validity in qualitative study related with the researcher gained full access to knowledge and meaning of respondents. It is importance of good quality access to enable such contact within the research site. To ensure the validity, the interview transcripts were send back to the respondents for verification to ensure it reflects their understanding of the phenomenon (Collins & Young, 1988). While Gummesson (1991) define the validity as 'good fit' between theory and reality in the sense that when a description of the process is evaluated, there are occasion when 'intuitively' there is an aspect which does not fit with reality.

Interview Protocols

Interview protocol was developed based on the research objective. Two forms of questions have been developed in the interview protocols, namely key and probing questions. The protocol started with introduction of the scope of study and the relevance of participant to be interviewee related with their management working environment. The introduction gives initial pictures of the content of interviewee and drive participant to deliver the

relevance story. Then the session continues with the key questions.

The first group of questions were more to gather the understanding of concepts and the implementation of the specific variables in respondents' organization. The respondents views helped to develop main theme of the interview. The questions such as

- What types of knowledge is important to share?
- How managers exchange knowledge with others?
- Why managers' experiences, should be share with others?

It should be notes that the respondents are from the both different performance of local authorities, four of them from high performance and another from are from low rating local authorities. Thus, the second group questions were to investigate the differences of implementation of knowledge sharing in the difference level of performance local authorities either high or low;

- To what extend tacit knowledge being practices?
- To what extend knowledge sharing practices being practices?

Participant Selection

The managers involve in this study was selected from a single type organization for the contextual reasons as explained in the part of qualitative study. The rational of choosing this organization because;

- Managers in this organization were involve with daily managerial activities as typical Malaysian agency that deals federal and state agencies as well as serve for the local people, making it worth choice for study
- Local authorities were located around the country break down to the 4 level of organization, known as city hall, municipal city, municipal council and district council in the urban and rural states that consisted of huge size population in the managerial positions
- The previous experience's researcher conducted research in the some of the local authorities give advantage of networking and accessibility to get permission and supportive from managerial position because some of managers not always in the office due to the fieldwork such as engineer, architect and landscaping.

Although, the earliest appointment have been made with the particular managers especially top management but because of the management work or importance function and limited time of researcher, some of the expected interviewees have been changed with the his/her deputy or head departments. The Profile of Interviewees as follow;

Table 11.1. The interviewee's sessions.

Organization	Position	Level of Organization	Gender	Age	Years in Local Authorities	Years in Public Service
A	Director of Human Resource Management Department	City Hall	Male	52	26	26
B	Mayor	City Council	Male	56	3	30
C	Head of Department Management	Municipal Council	Male	42	9	15
D	Director of Quality Management Department	Municipal Council	Female	48	17	23
E	Head of Department Engineering	Municipal Council	Male	48	14	22
F	Head of Administrative Division	District Council	Female	38	4	11
G	Head of Administrative Division	District Council	Female	39	15	15
H	Head of Management Division-HS	District Council	Male	40	12	12

The Interview Session

The initial interest where made by email and telephone before fieldwork. The earlier interest was built because researcher does not have formal contact and never know each other. At the time arrangement a brief outlines of study and the content of interview were given to the participant and some of them ask for hardcopy sheet, then the interview protocol were emailed to them. This interviews session has been declared as confidentiality with regard to recording of the interview sessions. All the interviews were conducted between March to June 2010. The interviews take in between forty five minutes to one and half hours.

All the interviewees session were conducted at the participant office that give the real situation of working environment and more comfortable. Typically, the researchers were introducing their self and details of interview contents and any questions that interviewees would like to ask. The interviewee's session were recorded with the permission from the participant. Only one of the interviewee was conducted in fully English, the remaining was mixed between Malay and English language.

Analysis of Qualitative Data

The interview sessions were recorded and transcribed verbatim. A set of the transcription were send to the respondents for verification. Six of the respondents were fully accepted the transcript and 2 participants have amendment on their transcript involve only the small changes. Instead of that, to ensure validity of the data, the copy of transcript was send to an academic staff in University Utara Malaysia, Malaysia for checked the accuracy of transcript.

The interview transcripts were analyzed by coding the theme according to the quotations by participants. The details of the data interviews analysed were discussed in the chapter of qualitative results with aids by Nvivo programme.

Content Analysis Approach

There are many approaches of doing analysis data in the qualitative study such as grounded theory (contrast comparisons), analytic induction, matrix analysis, hermeneutical analysis, discourse analysis, content analysis, heuristic analysis and narrative analysis. This study was preferred content analysis because of the techniques in this analysis are appropriate to get the findings and answer research objective and research question. Content analysis is an observation research method that is used systematically evaluates the symbolic contents of all forms of recorded communication (Kolbe & Burnett, 1991). It can be used to analyze newspaper, websites, advertisements, recording the interviews and so on (Sekaran & Bougie, 2010). This method enable study to shed light on a specific explicit area of content identified with little interpretation by theoretical assumptions or parts of the text that address a specific topic in an interview (Graneheim & Lundman, 2004).

This study analyse interview text contains of experience of managing knowledge in line with knowledge sharing mechanism and managerial tacit knowledge. The contexts aimed at describing the practices of these two main variables related to the every day's management work. 8 managers in the managerial positions participated in this study. Interviews were performed addressing various techniques of managing and sharing knowledge. The interviews transcripts were read through several times to obtain a sense of the whole document.

The main techniques has been conducted was categorising data that involve two main activities, called as developing categories and attachment with meaningful data (Saunders et al., 2009). Categories were driven by the aims of study as highlighted in the research objectives.

Themes are emerging from category and sub-category that codes from the actual terms by participants, term that emerge from data and derived from the literature (Saunders et al., 2009). Categories used in this study are coherent to make sure it well structured and analytical framework to continue with the analysis.

In regards of content analysis, data are resulted from the chosen text or phrase to answer specific question concerning phenomena in the context of study (Krippendorff, 2004). However, content analysis has been argue that the data were selected to determined area of interest have high possibilities to ignore large amounts of data that could help in understand the phenomena under study at deeper level (Collis & Hussey, 2010). It seems that the data are made, not found. In this junction, researchers are obligated to say how they made their data (Krippendorff, 2004). Hence, qualitative content analysis was proposed (Priest et al., 2002) where analysis can be done by combination of manifest content and latent content. Manifest content refer to the respondents' actual words from concepts, meanwhile latent derive from the judgement and interpretation of respondents views (Wood et al., 2002). This analysis was increasingly undertaken with computerised software package to elicit meaning from text such as Nvivo was used.

RESULTS AND DISCUSSION

The objective of this study was to find the interrelationship between managerial tacit knowledge and knowledge sharing practices. Additionally, this study also wants to explore the differences implementation of knowledge sharing practices and tacit knowledge, among managers working in high or low performance local authorities. A straight forward question has been asked during the interview session to drawn the relevance information. The majority of interview questions were to explore the activities engage with these two variables along with the range of experiencing seen as influencing the development of skills required to perform managerial tasks. The present results indicates that interviewees explained more in terms of practicality and scenarios in implement knowledge sharing practices and tacit knowledge in the context of Malaysian local authorities. The results of interview analysis indicate a list of themes that represent the interviewees' point of views related knowledge sharing practices and managerial tacit knowledge.

Theme One: The Implementation and Development of Knowledge Sharing Practices

Objective of this research was to find out the interrelationship between knowledge sharing practices and managerial tacit knowledge. To

arrive in this objective, firstly, the understanding and implementation of these concepts has been drawn from interviewees' perspectives. A straightforward question was posed to elicit this information. The answer of these questions will provide the benchmark to understand the underlying of knowledge sharing practices and its objectives relation to the managerial tacit knowledge and especially how local authorities' managers are considered in relation to these objectives. Categories addressing knowledge sharing mechanism and managerial tacit knowledge were found across all sorters' results.

Knowledge Sharing Mechanism

Knowledge sharing mechanism was considered one of the most relevance programmes being implemented by all the eight local authorities's organizations. Managers in 8 local authorities's agreed that the organizations have sharing mechanism in formal and informally methods. Formal interaction in knowledge sharing such as training programme, structured work team and technology system that acquire, disseminate and facilitate knowledge sharing. While informal sessions include personal relationship and social network that facilitate sharing and learning knowledge. The advantages of formal interaction are facilitating knowledge sharing in creation the specific context, space for the interaction and appropriate tools relevance to the programme. Formal interaction is useful in developing the connection of large amount of employees and dissemination of knowledge speedy particularly using electronic network. The interviewees have described numerous mechanism of knowledge sharing in their organizations as follow.

Colloquies

This occurred such as in the events taught by a wise friend of mine. He said when we were invited to attend any function we have a choice to attend or not to attend. But he said please to be present unless there is a very serious matter. My friends' even he has very big things but still in attendance function. Because when we attended the function we learn many things. In the beginning I am not realized but when my friends always ask to go in. Last night I do not really want to come, but my friend contact organizer and ask me to joint, when I went there I met my boss, my friends, friends of mine, my boss's friend, so our network, we talked about development, financial, waste, money, etc. , so are all the reasons I'm not ashamed to ask people in the function, sitting in a style and relaxed with my boss, feeling very great- Organization A

Consultant

But in term of experience, they can gain experience because every day there are consultant come here, then consultant knowledge can be learn and share either direct or indirect because all the development are subcontract to developers, almost all the project handling to consultant including engineering, planting, everything- Organization B

Formal Meeting

Five interviewees draw attention to that formal meeting is most popular mechanism for knowledge sharing in the local authorities context. The formal meeting and interaction that fixed by organization encouraged the best situation to gain knowledge, thus individual can interact with each other to gain new knowledge and learning. In the formal meeting, respondents mentioned that activities knowledge sharing is highly encourage to practices, in fact the management give instruction to share knowledge and issues from the bottom to top level of employees to generate 'togetherness' working environment.

Activities sharing knowledge really encouraged here because management level had instructions in management meeting not just only sharing knowledge, but any issues have to table to all staff every Monday during assembly for instance budgeting matters. During the old generation management, only those in management level knew about budget but now office boy also knew about organizations budgeting. For example, we reveal to staff that organizations have this amount of budget, from this amount we need to spend for development and management expenses included pay you salary. Means that we need to explain to staff until to that extend. Many aspects that we were declare to all staff here because we need them together with us- Organization C

Here, we have Morning Prayer every week, once a week and normally we voice out the issues based on the experience and knowledge. My department was established in 1999 which is our main responsibility is to increase the quality of service delivery and management. Sometimes we are working without instruction when we think that we have to run specific seminar. For example, on Friday, Saturday or Monday we organized ISO workshop. This is not instruction from boss but we feel that we need to have improvement to the system. We have this system procedure ISO since years 2000, that our first certification. Then we feel that there a need the improvement that procedure, then we arranged workshop for that. Without an instruction we put on the paper, it is what we want to do. We are responsibility on our work and organization that always remind by top management here. They

also supportive and inspired us. For example, if we proposed 10 ideas, may be top management accept 8 or 7 ideas, but sometimes they accept 100%. As what I said our Mayor started from the first ones until the fourth, we can discuss and talked with them and all Mayors. Another method of knowledge sharing such as seniors' officers in this local authority is not big number of them; we try to gunner from time to time. But, often called to give talk to staff, in fact some of us also often called from different agencies either government bodies or training agency Selangor (ILPPT) - Organization D

We also have a morning prayer every day and rocall which enables me to get information from my officers. Sometimes I call in rocall, I voice out in the Morning Prayer, sometimes in the meeting at section level. At section meeting they also have annual meeting among leaders. When I give written instructions, they are clearly understood what they have to do with refer to my commands and comments as well- Organization E

Sometimes we have to formal with top management. Our relationship with YDP is more formal but among officers with Secretary in meeting we are formal, outside meeting is normal - Organization G

We have actually, 1 meeting that fixed by Public Services Department (JPA), called it department meeting (MBJ) involve management including all managers and chair by President (YDP), Secretary and employees representative, me as organizer. Employees' representative may be 5 managers from different grade such as grade C or D. Other than that we also have sport activities that mixed between staff and managers. If in the meeting we can see there is issues has been voice out and we try to solve together seeks to be fair to all, means that not only 1 party thinking about that but it involve two ways of communication - Organization G.

Face to Face Meeting

The interviewees pointed out that face to face interaction is the relevance mechanism to ask for clarification, shared experience in daily interaction where multiple sense and means can be used to convey knowledge, building respect and friendship which influence their behaviour that emerge when people interact with each others for over period of time as three interviewees said.

No, we are prefer manual, face to face meeting, called staff and explain new circular. Sometimes as peers facilitator when I saw some staff got problem I channel them in different party. We can refer to head department, head department can refer their staff to me, second from individual requested and thirdly, self observation on staff attitude, some staff suddenly turn to moody silence, silence, and began to

hear from friends colleagues gossip, so I think I should meet staff has been gossip. I ask their problem, discuss and guide them. I can see the improvement through peers programme and peers become a mentor- Organization F

Normally, for sharing knowledge I will call them and tell the new information or how to shape the work according to the work requirement. For example, I will tell them how to do the paper work and the specification of work. But for those who involve with offences, I will advise them personally. I will call them personally. But, it is informal, there is no formal letter. But, in here I often call training unit, last time under quality department, but last year we create training unit. I am really focused this division because deal with staffing, examination, job confirmation, this division I am monitor seriously. I always call staff in training division for meeting because the head division is new staff, so that I need to monitor them and last year I did regular meeting based on cases and target. After 3 or 4 months I will call for meeting and then if possible every week they have to make a report- Organization G

No, there is no specific department get fully attention from President (YDP). But if staff want to interact with YDP or want to share with the YDP the unsatisfaction, but if we have grand project like now for example, we have green building may be he will focus on building department but we still can voice out other issues too. My first boss tends to delegate to us, let us do it the work without details. I am not learning much from him, same with my second boss because he stays here only a month. When I work third boss, his a bit different, his friendly but in doing work his serious, after officer hour his like friend. He teach me a lot for example, he guide me how to prepare paper work. It different with others, in fact some bosses give work to us, when we send to them, they will do the corrections. But this boss not, he called me and tell me where my mistake and how it suppose to be in terms of ideas and formatting paper work. Therefore, I will know my mistake and learn from that, doing improvement. I think I learn a lot from him in term of doing paper work; daily working activities and he always give opinion in many aspects of working. He not really focus on teach his officer in doing work but he more to give his opinion because my current boss. Because in this current position I have to deal directly with him, so always give points of view not only in term of work but also career development. It means previous boss give advice for current and future implication, For example, he teach us about people character and how we deal with different people. He also remind about how to success in future career, if you have this type boss, how you going to tackle him. He also teaches how to behave psychology and interact

with different people. He knows how to approach people in same level of work because he had experience control the big size organizations. So it is common for him to have different approach and get input from different perspectives - Organization H

But my principles was ask others guidance and advice to learn. If previously appointed staff continued to be asked to do the work without training or guidance given, and if they do things that do not comply with our normal we cannot blame or punish them because we have never guide our new staff and even some of head departments are not satisfied with their behaviour and they made a mistake when we did not have to teach him. In this spirit, I also emphasize to the mentoring program. The bad attitude happened after they joint mentoring programme, we can take action, I agreed to take disciplinary action on him. But if we not give guidance, instruction, guidance, and they did something wrong, the effect of that we want to judge them in terms of social law, ignore him, in this point I am not agree, not fair to him, actually our fault for not give training to them- Organization F

Yes, I saw most of that, I mean they influence decisions in policy or to be executed, but assisted by new staff in the implementation. Ideas, decisions and rationale of a decision made largely dependent on senior staff, they saw a thing that happens, source and history of the matter, but the new staff he did not see the idea and history. Actually, senior staff's considerations are always right, more rational, accurate, and when the decision coming, then implementation by junior staff and monitored by the senior staff- Organization F

Brainstorming Session

Regarding other mechanism for knowledge sharing such as brainstorming session exist as the techniques that adopted by high performance local authorities. Although, only one local authorities mentioned about brainstorming, but it implies that organization has setting up varies technique that appropriate and effective for internal interaction.

My agency has 2 times brain storming session fixed in monthly schedule. The schedule indicates that we have our strategic plan meeting early years, June or July we have our midterm review. Ok, this is the forum used by the higher management with the head division to gather, blend ideas, information to convey intention or specific events to get the richness and absolute inputs. The programme organized as time around because when every year we organize the same programme, then we don't discuss the same issues in term review. At one time, term review, we ask every department do it and present achievement, then now we didn't do anymore. We have develop secretariat and Fazian is secretariat,

then we are calculate each department achievement but now for next year, we think that it much easier because we put in the system, so managers have to aware to use system. In the system included the percentage achievement that you have for your programme and department-Organization D

During the meeting we will present the critical issues in this organization, normally among head administration Human Resource because sometimes they need consensus and views from colloquies, so that they doing presentation. I am presenting about counter improvement. Then, because of that, this year we start with green index building is the concept of loving the earth, so out of that is issues by head of department is being put up that normally management will give high consideration to implement-Organization D

Inspiring Leader

As mentioned by respondents that top management is most important encouragement how employees should conduct themselves, cooperate and participate in the department and what kind of specific interest they should build. Top management is a fundamental of organizational cultures that derive knowledge sharing practices because knowledge sharing practices as key strategic for knowledge creation that facilitate knowledge sharing in organization. Some managers give significant example of indirect transformational ideal and management style from previous leader. The interaction between organizational members to share their tacit knowledge can be through story telling by using metaphors and analogy, then they can applied in their own work as highlighted by one of respondent from low performance local authorities below. According to Sarji (1995), the position of the top management in terms of its power to make important and strategic decisions makes it imperative that such efforts be initiated by them.

He guides all of us including the heads of departments and heads of section. But you itself interested in the way he worked, personal, not because he always called me. If we look at how his work, it easy in complete work such as solve the problem, like I said just now although Tan Sri Sanusi Junid has been pension for a long time, but I still hold at 4 management principles. Firstly, management by meeting, secondly, management by around, thirdly management by camera and the fourth management by storytelling. That's the basis for doing work, you as a leader, if not down below, so you do not hard head, so I touched the leader. This is what means by 1 Malaysia's announced by Prime Minister in television to ask public servant go to field. As a boss, you should not only stay at office, do not know the problem in the ground work. In this regard, we can see the policeman now must meet public 5 hours

per week. They are to be interviewed and interaction with the public. This is the way to publicised policeman in society. Sometimes like Sanusi's idea it seems such a stupid job, programme of planting rice on roof-top, look strange, how we going to plant rice on the roof, is it we don't have space planted rice on the land instead of on the roof that, logically. It seems that in this world, we can even plant rice on the roof, many other ways, of course on the ground. So there are many examples of this concept, such as the concept of fried banana GORPIS trading desk, I fight with Sanusi at that time the case of fried bananas on desk. I remember it is like joke by Chief Minister talk about bananas fried desk, how many months we were discussed, that project given to me but it fail. Apparently indigenous people nearby cannot be an opportunity to trade along the road, with tax due, some we change 100, spending five thousand for one store, the ideas like that. I'll take back and modify according our approach, because here was Kedah Sejahtera, there was 1 Malaysia, both of them we have to follow- Organization E

Guidance from Expert

In addition the leaders interaction, the local authorities' managers asserted that guidance from expert become the platform for gaining expert knowledge and decision making as said by these interviewees. Interviewees explained the flow of knowledge sharing happened through executive talk by expert in the management field. In the view of two local authorities' managers, executive talk become a medium to share tacit knowledge by acquire knowledge through what-how relationship. Managers in high and low performance local authorities believe these successful people have tacit knowledge that can be share with them.

Another ways we share knowledge among management level, we organized talk and speaker will give speech, therefore managers equip with new knowledge. This programme we called it 'Bicara Tokoh'(Expert Talk). We organized this programme and we see that state government also has stated this programme; they called it 'Bicara Eksekutif' (Executive Talk). The first speaker we called was Dr Kang, Chief Director General Complaint Biro, then we call Dato' from State Government Secretary Department. What we need is how you can achieve to that standard and what we should do to be the best. We also called Dato' Hassan Ali and try to get Dato Tony Fenanders, Tun Mahadhir Mohamed, but must understand that we are not going to pay them means that we called you because you have brilliant ideas, so we identify this brilliant ideas that suit with us. But to get them is difficult - Organization D

In the council, sometimes organized the programs in which they call the Director of Department, Head of Division give talks, for example, in the

general induction courses who involved not confirm staff, we call the Director of the Department give a briefing on their department. On that course I would deliver my talk, briefing the mission and vision of council, what the function of department, the objectives of the department, so that candidate can understand about the function of departments. For me, many people can be head, but not necessarily to be leader, so I saw him more as a leader, many of his ideas and experience he can share with us - Organization E

Yes, to ensure the project are succeed, so Federal Government send the expert to help us to plan and implement mega projects and sometimes they support in financial for higher new staff. They give full guidance in implement project. So, we didn't perform job according to our views but we follows the guideline by federal because we are third government, so on the top list are federal, state and us who face with public demand. If our service is bad, so public have bad judgement on government. So we are in the third government have additional work to represent good delivery system instead of regular work should be performance such as KMK, ISO and plan strategic. It slightly different we are close service if they give opportunity for career development become motivation tools for officers have future promotions. Close service is not many chance for promotion, in every position are hold by particular person which only move from the seat when they are pension - Organization H

During enforcement team, my age was 26 years old, that time I often refer to my boss who age 40 above which is they can have own decision because they gain huge experiences in many fields. Likely now, head departments are confidence take decision for small issues. But when it involve with cost or financial implication or public implication such as business permit for karaoke or involve rural area, we cannot take a decision even though he control license department, then it bring and discuss in meeting. In meeting boss and council members discuss, if we think that they have plans to open illegal business then we would ask for further information. But for simple case like renew license, officers can have their own decision. It is more on individual characteristics, how they made decision depend on the ability and the implications of the issues in many aspects. More serious implications of case so we have collaborative decisions- Organization H

Sometimes we don't have experience deal with this particular issues and suddenly we have do the particular task, for example building commissioners, we don't have this type of work and suddenly we have to solve the society problem, particularly society who stay at storey house or flat house that we organized to build this division

as a new division in this organization, Then, all the information we get from others agencies willing to share their view and sometimes they willing to give placement of their temporary staff in the organization who need their service because this temporary staff are expert in the particular field such as Commissioner of Building (COB), we are implement COB with help from officers from valuation department to help in term of COB - Organization H

Theme Two: The Implementation and Development of Managerial Tacit Knowledge

The second theme encompass local authorities managers' views about the implementation and development of managerial tacit knowledge including they have specific tacit knowledge activities, the meaning of tacit knowledge activities for them and the factors indicates the management aspect using tacit knowledge.

Tacit Knowledge

Interviewees from high performance local authorities express how he used tacit knowledge in doing work particularly tacit knowledge is needed in understand employees' behaviour, selecting and placement new employees. He also believe that other managers used tacit knowledge in complete their tasks. On the other hand, a interviewees in low performing local authorities mentioned that he adopt previous experiences as head in different department, leader in particular programme and worked in private agency give benefit to him in conducting present work. It implies that tacit knowledge has been implemented in managerial work either in high or low performance local authorities. The findings of this study is not surprising by having concern the contextual nature of tacit knowledge based on working experience and adaptation the relevance experiential learning with the particular context of working. Tacit knowledge emerged in the most managerial contexts, individual work with others, forming and utilizing relationship to achieve organizational and personal goal.

Tacit knowledge represents practical intelligence in human actions in term of evaluations, attitudes, point of views, commitment and motivation from various aspects of working. Even, on the practical level, many experts unable to express exactly what they know, but can be seen from their decision and conclusion. However, respondent was raised issues that intelligence people always move out because of political reasons. The respondents' point of views can be summaries that the successes managers are not drive by single factor, but it combination

of support from top management, operation level and workplace atmosphere. Each interviewees performed an independently examined the identification and coding of tacit knowledge. Although not all managers talked about tacit knowledge, but most of them agreed that their managers employed tacit knowledge in doing work. The relevance situations were identified by interviewees as pointed out in these categories below.

Acquisition of Tacit Knowledge

Some organization revealed the process of gaining knowledge that shape to the acquisition of tacit knowledge. There are establishing link between tacit knowledge and knowledge management. The interviewees talked about their experienced used tacit knowledge in workplace as below;

I think it working in this way, tacit and implicit knowledge is associated with knowledge management. Knowledge management or learning process and the k-worker also we practice knowledge management. Whatever it is we start with unwritten or unspoken after that experience and knowledge accumulated, so knowledge and wisdom increase, eventually the person who creates something is said such as why not write the output or the idea become written materials to be explicit. For example, work manual procedures, we do a bit of work after that write, may be not write all at that time, may be write first 2-5 steps and after that improved. In this organization, knowledge management is a new, we just start learning knowledge management, but I believe and confident employees have a lot of tacit knowledge and practice it. The only weakness we want to transfer from tacit knowledge to explicit, but implicit we do not know. Many people can talk but Allah made the human variety. When people worked, they observed to have knowledge at the same time they analysis of right and wrong, after that write. What is written is correct at the time they write, then it is not correct then a later corrected, it is a learning process. In this organization, employees used tacit knowledge, because not everything can be express such as mutuality emotional, one of the 12 behaviour competency called emotional competency level 5 which is we can understand people from their body language, does not say anything, but we can understand, for example, my staff no need to say I have problem today, but I can understand, so I have to know how to handle her today may be she got problem with children have a fever or a husband angry. But, she not going to say she has problem but I know how to tackle. Most of the time I used tacit knowledge in doing work, especially to select employees and place them because I am study human behaviour, people in the HRM have three big things

that contribute to excellent, one is knowledge, then skill and support by behaviour. According to the dictionary competency behaviour modelling and profiling, this kind of behaviour model like iceberg, you know how to do, your skill is 1-12 this model, there are rank 1-5, 1 the lowest and 5 the most highest. Based on tacit knowledge, people in this behaviour not only have 1 but also -1, tacit knowledge is used. I believe other friends were also used tacit knowledge, we should know this implicit, so that tacit knowledge can be explicit, and then it can be inherited and share. - Organization A

Learn from Experience

It was found from the interviewees mentioned that previous working experiences are influenced present working style. Previous work experiences are related with tacit knowledge in term of managing work. Experience comes from the centre of learning and memory had give ideas how to explore and bring new insight to the manager. By looking at the time-specific patterns and sequences recorded from the previous work, researchers can adopted the appropriate technique with them as the interviewee from organization E talked about their experience.

When there are auditing they ask records as prove, and we can proof because we have record, we can see what I have, like my reports, I have illustrated reports and by that way I can monitor. As a manager I have a few sections under my supervision including a head road division, a head of traffic division, a head of drainage ditch division, a head of building division and a head of work division as well. An electrical mechanical head have 4 staffs, so to evaluate them based on that reports too. If from the section is no movement, it will influence division and lastly rise to the department. Every section provide the reports every month, so I monitor each month in the meeting, if the report is not tabled I will collect every month for operations each month 1,2,3,4,5 onwards. Every meeting with members of the council, they will ask, and I also have another report that I had to propose in the strategic plan. In every three months I had a meeting to know the progress, which level we are now and compare with the Key Performance Indicators (KPI). If not achieve it, why cannot reach, how about performance, should they have corrective actions, preventive actions, they should do it or not. So this is the style that I had from my experience as an ISO management team and head of internal audit in which I practice in my work as well as my experience with the private sector. That the way to corporate at least my department. Although I enable to corporate my organization, but at least I can corporate my department with my approach that I has mentioned early and support from management level- Organization E

Smart People

The interviewees found that managers should have interfacing skill in doing work. Interfacing linked with the concepts of smart people express what they know. Two interviewees from high performance organizations encourage staff being smart people that enable them to find solution when facing with the problem. Managers can organize and leverage it across organization problem. The concept of interfacing in doing work also deals with articulating the know-how that serve as the content of knowledge asset because tacit knowledge is knowledge that cannot write it down. This smart people are frequently taken out by others.

Actually I think people probably interface computer based on human brain that can interface. For example, when we are talking about human resource management (HRM), we can talk about project management. In discussion of financial management, we can talk about legislation. So I said to my officers, Rol, we should train among our staff being smart people because smart people are those who can interface. For example, we talked about the legal such as by-laws. Remember to make by-laws to facilitate our work; we may make by-laws based on the existing act. Act provides for us to make by-laws, in creating by laws we interface with Federal Constitution, why, to make sure that by laws was created not contradict with any other laws. When it conflict with the federal constitution or any law contrary to the constitution to be abuse, which was about the federal constitution. The concept that I wish to speak are interfacing, Interfacing is important. So I said to other officers let's interface, for example to make the pension law, we have to refer a secular pension. When the reality is a bit heavy, so hands on is important because when we do it and suddenly there was a problem, then we have found something is wrong. We practices and got experience from that- Organization A

At policy level, we assist them to make sure their work can be complete. Definitely, we can pin points the good officers in this organization, in fact if there are brain storming session, these people we called them. Occasionally, these good people always taken out by others, may be because of political reasons- Organization D

Critical Success Factors

Various critical success factors in managerial work. It must be supported from both sides which are between managers and employees have their own roles. Interviewees from high and low performance local authorities argue that combination of brilliant people, inspiration from leaders, provide training and knowledge to employees. The

interviewees from organization A and organization E provided the examples of the criteria's for success factors.

I think to be excellent we have an indicator or criteria, in other words the examples was factors effecting productivity, productivity may be have 1100 story or critical success factor. This is a combination of discussion and description of the intelligent people and then this brilliant people building criteria or casting, these criteria are excellent criteria. For example, the prime minister quality award, which was implemented in 1991 by Malcolm Boorish National Quality award, it is almost the same, that is the criteria of excellence, if you follow the excellent organization will be Insya'Allah success, criteria of the star rating system (SRS) is 352 marks if we follow that criteria the mark is 0.25/0.15 per item, in order to get 100 you should perfect get 352 indicators - Organization A

There is no single factor of a success, it must be thinking, the boss you set direction, inspired because leader not only direction but the leaders have to inspire and for direction. Datuk Bandar said on13 Jan, for the case of ISO 9000 in the first MKSP meeting of the year, on the 29 or 25 day of the Datuk working, I had meeting with the him, after meeting he give the direction. I thought that only the matters in the meeting we only need to report, tabled and his give comments. But then he said this instruction and direction, now I give direction and instruction. He asked me how many department you have now, I said six departments. Now this is my instruction and direction. I give you nine months to get all the ISO certificates. I do not know how, before this we do working to get this certificate for years, and long process. After meeting I am back with my boss, my officers have continued asked after heard what Datuk Bandar said, my boss ask me to proceed. So we work as backward, we have master chart, at 9 months beginning from January 13 so I think we just have nine months, so put the dateline, such kind of vision that, working in inductive. We revised what should we do, how much, what to do and cost involved to reach of 13, we consider 13th is a key process in the ISO for example top management commitment- Organization A

There are some employees who not achieved my standard, so what I do is, I look a bit, and sometimes they do not know their performance. Sometimes the problem is they cannot understand, so we give time for them and provide training for them. The approach for those who not capable in doing work, we analyzed may be they are not competence or lack of commitment or knowledge. So I believe that it's depend on the problem, sometimes because attitude, not enough knowledge, so we provide training and knowledge. Indeed we assess many kinds of things,

to improve employees. I have more than 50 employees under my supervision that have kind of behaviour. Then follow the appropriate approach, maybe some of them have been terminated and some who not commitment we report on the management, others were received disciplinary action or other action - Organization E

CONCLUSION

The major findings of this study confirmed that the activities engage with knowledge sharing, managerial tacit knowledge and personality individual were implemented in local authorities. The findings derived from respondents experience and reflection as managers in the management field. Given the cross level of council and managers self reflection used in this study, the elaboration based on the present data have drawn cautiously in each themes. Consistent with the argument raised by Swap et al., (2001) and Nonaka and Krogh, (2009) managers in this present research tended to be involved varies mechanism of knowledge sharing that applicable with the working environment such as colloquies, formal meeting, brainstorming, inspiring leaders and guidance from expert have been recognized as proper methods for sharing complex tacit knowledge. These kind of face to face interaction between managers are the highest channel that prefer by respondents when discuss about mechanism for share tacit knowledge.

Furthermore, interviewees highlight more frequently used their own tacit knowledge acquire from previous experience. Particularly experience share by inspiration leader that was consider as big point when they managing work and people. Most of the interviewees mentioned that the top man in organizations is the main references that support the successful story as managers.

In aspects of knowledge sharing practices and managerial tacit knowledge indicates no differences between managers working in high or low performance local authorities. But, respondents from high performance local authorities was draw attention that they were more appreciated and rewarded in their work that influenced individual performance. That differ with the managers working in low performance local authorities were less engaged in the rewarding activities, although they indicates desires to spend more in these event.

Despite the themes mentioned above, additional findings emerged from interview data when respondents talked along with managing knowledge and managerial tacit knowledge. The additional theme was known as workplace culture to express their ideal about internal working factors.

REFERENCES

Boh, W. F. (2007), "Mechanisms for sharing knowledge in project-based organizations." *Information and Organization,* Vol. 17, No.27-58.

Brysland, A. & Curry, A. (2001), "Service Improvement in Public Services Using SERVQUAL." *Managing Service Quality,* Vol. 11, No.6: pp. 389-401.

Choi, B. & Lee, H. (2003), "An empirical investigation of KM styles and their effect on corporate performance." *Information and Management,* Vol. 40, No.5: pp. 403-417.

Collins, A. & Young, R. A. (1988), "Career development and hermeneutical inquiry part 2: undertaking hermeneutical research." *Canadian Journal of Counselling,* Vol. 22, No.4: pp. 191-201.

Cong, X. M. & Pandya, K. (2003), "Issues of knowledge management in the public sector." *Electronic Journal of Knowledge Management* Vol. 1 No.2: pp. 25-33.

Eddy, E. R., Tannenbaum, S. I., Lorenzet, S. J. & Smith-Jentsch, K. A. (2005), "The influences of a continuous learning environment on peer mentoring behaviors." *Journal of Managerial Issues,* Vol. 17, No.3: pp. 383-395.

Engstrom, T. E. J. (2003), "Sharing knowledge through mentoring." *Performance Improvement,* Vol. 42, No.8: pp. 36-42.

Goffee, R. & Jones, G. (2000), "Why should anyone be led by you?" *Harvard Business Review,* Vol. September-

Graneheim, U., H., & Lundman, B., (2004). "Qualitative content analysis in nursing research: concepts, procedures and measures to achieve trustworthiness." *Nurse Education Today* 24: 105-112.

Gummesson, E. (1991), "*Qualitative Methods in Management Research,"* London, SAGE Publications.

Hackman, R. (1987), "*The design of work team, handbook of organizational behaviour,"* New Jersey, Prentice-Hall

Han, B. M. & Anantatmula, V. S. (2007), "Knowledge sharing in large IT organizations: a case study." *The Journal of Information and Knowledge Management System,* Vol. 37, No.4: pp. 421-439.

Hartley, J. & Allison, M. (2002), "Good, Better, Best? Inter-organizational learning in a network of local authorities." *Public Management Review,* Vol. 4, No.1: pp. 101-118.

Holste, J. S. and Fields, D. (2010)."Trust and tacit knowledge sharing and use", Journal of Knowledge

Management, Vol. 14 Iss 1 pp. 128 -140

Hu, M. M., Horng, J. S. & Sun, Y. C. (2009), "Hospitality Teams: Knowledge Sharing And Service Innovation Performance." *Tourism Management,* Vol. 30, No.1: pp. 41-50.

Kolbe, R. H. & Burnett, M. S. (1991). "Content-Analysis Research: An Examination of Applications with Directives for Improving Research Reliability and Objectivity." The Journal of Consumer Research 18(2): 243-250.

Krippendorff, K. (2004). Content Analysis: An Introduction to its Methodology (Second Edition). US, SAGE Publications.

Lee, J. (2000), Knowledge management: the intellectual revolution. *IIE Solutions.*

Lin, H. & Lee, G. (2004), "Perceptions of senior managers toward knowledge-sharing behaviour" *Management Decision*, Vol. 42, No.1: pp. 108-125.

Nonaka, I. and Krogh, G. V. (2009). Perspective—Tacit Knowledge and Knowledge Conversion: Controversy and Advancement in Organizational Knowledge Creation Theory. Organization Sciences, 20(3), 635 - 652

Organization for Economic Co-operation and Development (OECD) (2003), The Learning Government: Introduction and draft results of the survey of Knowledge management practices in ministries/ departments/agencies of central Government,. IN Directorat, P. G. a. T. D. (Ed.).

Osterloh, M. & Frey, B. S. (2000), "Motivation, Knowledge Transfer, and Organizational Forms" *Organization Science,* Vol. 11, No.5: pp. 538-550.

Polanyi, M. (1966), "*The tacit dimension,"* New York, Doubleday.

Priest, H., Roberts, P., & Woods, L., (2002). "An overview of three different approaches to the interpretation of qualitative data. Part 1: theoretical issues " Nurse Researcher 10(1): 30-42.

Kasim, R. S. R. (2008), "The relationship of knowledge management practices, competencies and the organizational performance of government departments in Malaysia," *Proceeding of World Academy Of Science, Engineering and Technology.*

Robson, C. (1993), "*Real World Research: A resource for Social Scientists and Practitioner-Researchers,"* Oxford, Blackwell.

Sarji, A. (1995), "*The Civil Service of Malaysia: Towards Efficiency and Effectiveness,"* Kuala Lumpur, Percetakan Nasional

Malaysia Berhad.

Saunders, M., Lewis, P., & Thornhill, A., (2009). Research methods for business students. England, Pearson Education.

Sekaran, U. & Bougie, R. (2010). Research Methods for Business: A Skill Building Approach (fifth edition). Chichester, UK, John Wiley & Sons Ltd.

Smith, E. A. (2000), "Applying knowledge enabling methods in the classroom and workplaces." *Journal of Workplace Learning* Vol. 12, No.6: pp. 236-244.

Smith, E. A. (2001), "The roles of tacit and explicit knowledge in the workplace." *Journal of Knowledge Management,* Vol. 5, No.4: pp. 311-321.

Stewart, T. A. (1997), "*Intellectual Capital: The New Wealth of Organizations,"* New York, Doubleday Currency.

Suppiah, V. and Sandhu, M. S. (2011). Organisational culture's influence on tacit knowledge-sharing behaviour, *Journal of Knowledge Management*, Vol. 15 Iss: 3, pp.462 – 477.

Swap, W., Leonard, D., Shields, M & Abrams, L., (2001). "Using mentoring and storytelling to transfer knowledge in the workplace." *Journal of Management Information System* 18(1): 95-114.

Wagner, R. K. & Sternberg, R. J. (1987), "Tacit Knowledge in Managerial Success." *Journal of Business and Psychology,* Vol. 1, No.4: pp. 301-312.

Wah, L. (1999), "Behind the buzz." *Management Review,* Vol. April, No.17-26.

Willem, A. & Buelens, M. (2007), "Knowledge sharing in public sector organizations: the effect of organizational characteristics on Interdepartmental knowledge sharing." *Journal of Public Administration Research and Theory,* Vol. 17, No.4: pp. 581-606.

Woods L., P., H., & Roberts, P., (2002). "An overview of three different approaches to the interpretation of qualitative data. Part 2: practical illustrations." *Nurse Researcher* 10(1): 43-51.

Yusoff, M. S. B. M. (2005), "The public service as a learning organization: the Malaysian Experience." *International Review of Administrative Sciences,* Vol. 71, No.3: pp. 463-474.

Zahidul, I., Mahtab, H. & Ahmad, Z. A. (2007), "The role of knowledge management practices on organizational context and organizational effectiveness,." *ABAC Journal,* Vol. 28, No.1: pp. 42-53.

Zainuddin, D. (2000), A new Malaysia- from strategic vision to strategic implementation.

Zander, U. & Kogut, B. (1995), "Knowledge and the speed of the transfer and imitation of organizational capabilities: an empirical test." *Organizational Sciences,* Vol. 6, No.1: pp. 76-92.

Zhou, A. Z. (2004), "Managing knowledge strategically: a comparison of managers' perceptions between the private and public sector in Australia,." *Journal of Information and Knowledge Management,* Vol. 3, No.3: pp. 18-29

INDEX

R

S

T

V