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TABLE OF CONTENT

ARTICLES	PAGE
Johannes O. Bockmann INSIGHTS FROM GERMAN COMPANIES: DETERMINANTS FOR TRADE WITH SUB-SAHARAN AFRICA	5-17
Isaias Sampan Guisando, Ledesma R. Layon, Victor D. Villaganas, Severino R. Romano, Dr. Ledesma R. Layon TECHNOLOGICAL CAPABILITY IN HOME ECONOMICS AND LIVELIHOOD EDUCATION INSTRUCTION IN SEVENTH-DAY ADVENTIST ELEMENTARY SCHOOLS OF CENTRAL VISAYAN CONFERENCE: SOME PROPOSALS	19-22
Ava Clare Marie O. Robles, and Kenjave Mark T. Parlero AWARENESS AND ATTITUDES OF SELECTED PRE-SERVICE TEACHERS IN SOCSKSARGEN TOWARD ASEAN INTEGRATION	23-29
SyarifHidayat N BUGINESE FAMILY SPEAKING BAHASA SHOWED ETHNOLECT SPEECH-PATTERN PHENOMENA	31-36
Romiro G. Bautista WELCOME TO MY E-LEARNING GROUP: THE EFFICACY OF ONLINE SCAFFOLDING	37-45

INSIGHTS FROM GERMAN COMPANIES: DETERMINANTS FOR TRADE WITH SUB-SAHARAN AFRICA

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ABSTRACT

The following paper evaluates which external and internal variables explain what German Small and Medium Sized Enterprises (SMEs) identified to be significant for successful exports to Sub-Saharan Africa (SSA). Explanatory factors specific to the region were derived from experts and compared with results from existing research. SSA has particular requirements for successful exports which differ from other regions. Regarding micro and macro environmental factors several indicators were named by the individuals participating in the underlying study. Concerning the macro factors all participants agree on the positive influence of the product origin 'Made in Germany'. Contributions to decision makers, which are illegal in Germany but offered by firms based in other countries, are the one determinant mentioned most often to influence export performance negatively. Also competition from other countries with cheaper products is identified to have a negative impact. Knowledge about the particular characteristics of the market enables managers as well as policy makers to improve trade relations. By focusing on German export performance in SSA this study fills a research gap since no scholar previously concentrated on this special aspect.

KEY-WORDS:Comparative advantages, export performance, Germany, internal factors, macro environmental factors, micro environmental factors, small and medium sized enterprises, Sub-Saharan Africa.

1. INTRODUCTION

Export represents the most popular foreign market entry method (Lado et al., 2004), (Sousa et al., 2014; Zhao & Zou, 2002) since it offers companies a comparatively high level of flexibility with relatively small necessary investments, thus permitting a fast entry into new markets (Katsikeas et al., 2007; Leonidou, 1995; Sousa et al., 2014). Research into export modalities is commonly of high interest to three major groups: public policy makers, managers and researchers (Katsikeas et al., 2000; Sousa, 2004). Scholars explain the increasing interest in exports with its positive effect on a country's growth alongside the business opportunities it offers individual firms (Dean et al., 2000). Public policy makers welcome export activities since they foster the accumulation of foreign exchange reserves, support the development of national industries and the creation of new jobs and improve productivity (Czinkota, 1994). Cross-border economic relationships are seen by developed countries as a necessary instrument to maintain their standard of living (Baldauf et al., 2000). Export is promoted by the reduction of trade barriers and the formulation of multilateral trade agreements and customs unions such as GATT and NAFTA, by financial market deregulation and the convergence of consumer preferences (Baldauf et al., 2000; Chang and Xiao, 2015; Dean et al., 2000; Naisbit, 1984).

A detailed review of 33 articles, published between 2000 and May 2015 and dealing with export performance (EP), identified 65 internal and 35 external determinants. None of them focused on factors relevant for the successful export to markets in Sub-Saharan Africa (SSA). This is surprising since the current and future potential of SSA offers great business opportunities. According to data from the World Bank (Catalog Sources World Development Indicators, 2015) the region's total GDP grew from 2000 to 2013 by 5.72 % per year on average. Furthermore, imports of goods and services rose from 2010 to 2012 by an average of 12.05 % per year, (Catalog Sources World Development Indicators, 2015), (United Nations Statistics Division, 2011), (United Nations Statistics Division, 2014). In 2012 countries in SSA imported a total of 496.50 billion US\$ of goods and services (United Nations

Statistics Division, 2014). The increasing demand for foreign products together with a relatively high level of uncertainty in the region makes SSA predestined for exports rather than alternative market entry methods such as foreign direct investment (Boly, 2014; Riddle, 2008; Sousa and Novello, 2012).

Regarding the exporter's home-country only three papers could be found focusing on Germany. This is astonishing since the country is one of the top three merchandise exporters with a share of 7.7 % in world trade in 2013 and a trade surplus of 264 billion US\$ (World Trade Union, 2014). Small and medium sized enterprises (SMEs) are mainly responsible for Germany's success in exports (MoAE, 2015), a situation which is similar to that in most European countries (Bijmolt and Zwart, 1994). According to the EU definition SMEs include all firms with a maximum of 250 employees (Sousa et al., 2014; Katsikeas et al. 2007) argue that SMEs are not just smaller versions of large firms but that they operate differently because of their size. Therefore an insight into the success factors of German SMEs may be relevant for German policy makers and executives to identify the drivers of EP (Baldauf et al., 2000).

Between 2000 and 2013 exports from Germany to all of SSA grew on average by 8.8 % to 13.51 billion US\$ in 2013 (Statistisches Bundesamt, 2015). 89 % of German exporters with experience in Africa plan to expand their commitment, especially in West- and Central Africa (Foly, 2013). Also politicians like the German Chancellor Angela Merkel show an increasing interest in Africa, e.g. during conferences such as the EU-Africa summit, and expect a steady cross-sectoral rise in demand thanks to a growing middle class (Merkel, 2014). This attitude by public policy makers and managers alike indicates that further research into the factors which influence German EP in SSA is necessary. Scholars argue that further research is needed to investigate possible predictors of EP (Baldauf et al., 2000; Fevolden et al., 2015; Navarro-García et al., 2015). Especially a focus on the EP of SMEs is of importance since export offers such firms a great degree of flexibility with limited resource commitment (Sousa et al., 2014). The significant contribution of SMEs to national economic development underlines their relevance for policy makers (Sousa and Novello, 2012). There is also the need to investigate the specifics of EP in further regions or countries (Navarro-García et al., 2015; Rambocasa et al., 2015). Concerning Germany, Wagner (United Nations Statistics Division, 2014) requests that detailed company characteristics should be worked out. (Sousa et al., 2008) and Sung (2015) identified a strong demand for more research on developing countries (DC), such as the ones in SSA, since their share in world trade is increasing and since they offer significant opportunities in the present and future global economic order. In summary, the quoted results indicate the need for additional research in the field of EP with a view to individual regions and explanatory variables. To provide evidence if SSA requires different or additional internal, micro- and macro environmental variables, this study concentrates on the relevant factors of German SMEs targeting this region. For this aim this study is organized as follows: First a literature review is carried out, followed by the methodology. The paper continues with the findings and analysis of the semi-structured interview. Finally conclusions are drawn and directions for further research proposed.

2. LITERATURE BACKGROUND

Research about EP goes back to the year 1964, to Tookey's (1964) work about factors associated with success in exporting. In a wider context it addresses the outcome of export activities, mostly at the firm or export venture level (Kahiya and Dean, 2014). Nowadays EP is the most studied field in export marketing (Leonidou et al., 2010). Multiple aspects arise from the fact that the EP dialogue is spread over a huge pan-discipline research landscape which includes International Businesses, International Entrepreneurship, International Marketing, Small Business Management and International Trade (Kahiya and Dean, 2014).

2.1 Measurement of EP

Regarding the measurement of EP there is no single universal view (Sousa et al., 2014). In fact, respective approaches are fragmented and uncoordinated (Kahiya, and Dean 2014; Katsikeas et al., 2000). An almost philosophical approach points out that for most export start-ups the pure survival is already some measurement of success (Kahiya and Dean, 2014). Indicators can reflect objective and subjective facts. Objective measures deal with the absolute performance whereas subjective ones are concerned with a firm's expectations or its perceived performance compared to competitors (Akyol and Akehurst, 2003). Scholars identified 42 (Rambocasa et al., 2015) or even 50 (Singh and Mahmood, 2014) indicators for EP. Since no individual indicator alone adequately captures

the phenomenon of EP (Kahiya and Dean, 2014; Lages and Lages, 2004; Zou and Stan, 1998) there is a general agreement in favour of a multi-dimensional approach. Many researchers such as (Baldauf et al., 2000; Papadopoulos and Martín-Martín, 2010) give preference to a multiple approach.

2.2 Countries of EP studies

The following graph illustrates the countries researched in 58 studies with the firm or export venture as unit of analysis, covering a period from 1998 to May 2015:

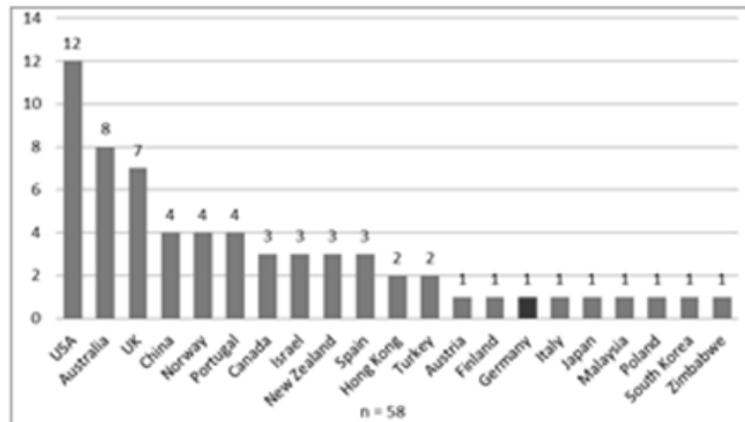


Figure 1. Countries of studies targeted in this and Sousa et al.'s (Sousa et al., 2008) review

Obviously most studies concentrate on the US as home country, followed by Australia and the UK. Only one paper dealt with Germany.

2.3 Determinants of EP

Two major theoretical approaches to classify determinants of EP stand out. The resource based view, emphasising the firms' individual competences as their unique bundle of assets, is used in various investigations (Conner and Prahalad, 1996; Nalcaci and Yagci, 2014; Stoian et al., 2011). Accordingly, the individual success of a company is the result of its acquiring and exploiting its own unique resources. Research aims at identifying how higher performance can be achieved in comparison to other firms (Barney, 2002; Dhanaraj and Beamish, 2003; Singh and Mahmood, 2014). Thus the individual EP of a business is determined by characteristics such as competence, experience and size (Zou and Stan, 1998). On the other hand the contingency paradigm proposes that environmental factors affect the company's strategies and EP. Thereby EP is the result of the specific company context (Sousa et al., 2008). Two premises are relevant: first, organisations rely on their environmental resources (Pfeffer and Salancik, 1978); secondly, they can shape this reliance by evolving and sustaining appropriate strategies (Hofer and Schendel, 1978). Consequently, export is considered an organisation's strategic response to the interaction of external with internal factors (Boly, 2014; Baldauf et al., 2000; Sousa et al., 2008; Yeoh and Jeong 1995). Recently most publications show a general agreement that a multi-dimensional approach including a range of determinants like managerial, organisational and environmental aspects is most appropriate (Baldauf et al., 2000; Katsikeas et al., 2000; Rambocasa et al., 2015). This is confirmed by (Morgan et al., 2004) who synthesised the different approaches into a robust theoretical model. Accordingly, variables are categorised as internal and micro environmental on the one hand and macro environmental on the other. This classification has been applied by various scholars such as Sousa et al. (Sousa et al., 2008).

2.4 Internal and micro environmental factors

33 papers published between 2000 and May 2015 were analysed regarding internal and micro environmental determinants used in EP research. 65 variables were identified. The evaluation indicates that international experience measured in years (21.21 % of reviewed papers), firm size measured by number of employees (18.18 %), the adaption of the price strategy to market conditions (15.15 %) and the number of foreign markets served by a firm (12.12 %) are mostly applied to explain a business's EP.

2.5 Macro environmental factors

Most scholars extend their research scope by using qualitative and quantitative determinants. 33 papers published between 2000 and May 2015 were analysed regarding macro environmental determinants. 21 studies covered external variables, identifying 35 external factors. Although an increasing level of competition in the foreign market is seen by various researchers to influence EP there is no consensus if it is positive (9.09 % of reviewed papers) or negative (6.06 %). Scholars are equally inconsistent regarding the influence of distance. Two papers (6.06 %) show that an increasing distance has a positive impact, whereas one paper presents a negative result. Although one paper states that the foreign exchange rate has a positive influence, three papers (9.09 %) found no significant effect. Customs and tariffs (9.09 %) and regulations (15.15 %) were frequently named to impact EP negatively while one study claims that they are irrelevant.

2.6 Measurement

According to (Katsikeas et al., 2000) the application of subjective measurements is justified by a high correlation with objective measurements. For determinants where qualitative data collection is easy, scholars seem to agree on objective measurements. For example the internal variable firm size is commonly measured by the number of employees [e.g. 38, 39, 59, 75] and the factor international experience by the number of years a firm has been exporting [e.g. 14, 30, 62]. Regarding the macro environment, quantitative data from existing databases is frequently used for variables such as GDP [e.g. 24, 54, 63] and foreign exchange rate [e.g. 24, 71]. However, primary data derived from surveys is commonly employed for the measurement of internal, micro- and macro environmental factors (Katsikeas, Leonidas, Leonidou and Morgan, 2000). For many determinants firms either do not want to give quantitative data or a quantitative measurement is not possible (Leonidou et al., 2002). Therefore quantitative measurements based on subjective assessment are the solution. By means of a Likert scale respondent's can determine the influence which each variable has on their firm's EP (Wilson, 2013). There is a tendency away from the simple three-point scale to five-points or more recently seven-points.

3. METHODOLOGY

3.1 Research Philosophy

This paper applies interpretivism. This paradigm was developed to meet scholars' social interests (Easterby-Smith et al., 2015). It represents the epistemological position that advocates the need to understand differences between humans in their role as social actor (Saunders, 2012). Accordingly, researchers argue that reality is too complex to be reduced to law-like generalisations (Saunders, 2012). Data is primarily collected with qualitative approaches and small sample sizes. Semi-structured interviews and a limited sample size, both characteristic of interpretivism, are applied in this study to support the underlying pragmatism (Collis and Hussey, 2014) following the assumption that social reality is subjective, based on people's minds and therefore multiple. A similar approach in the field of EP studies has been followed by Freeman and Styles (2014) in their mixed approach and by (Nalcaci and Yagci, 2014) as well as Lacka and Stefko (2014), who both conducted interviews only.

3.2 Research Approach

Collis and Hussey (2014) describe the inductive approach as the reverse of the deductive one, i.e. building up theory from observations of empirical reality. This study follows this approach, collecting data by means of a semi-structured interview to explore a phenomenon and to gain new insights, as previously done by (Freeman and Styles 2014; Lacka and Stefko 2014; and Nalcaci and Yagci 2014)., in their research about EP.

3.3 Research Purpose

To answer the research question a semi-structured interview was carried out resulting in mainly qualitative data following an exploratory approach. The aim of exploratory research is to seek new insights into phenomena and to assess the phenomena in a new light (Saunders, 2012). Ways to conduct research are the search and evaluation of literature, in-depth individual interviews of experts and focus group interviews, usually unstructured (Saunders, 2012). In this study a semi-structured interview was carried out with experts. This was done since only few studies about the EP of German SMEs and none specifically about firms targeting SSA exist. Another reason to include exploratory research was the positive experience of (Freeman and Styles 2014; Nalcaci and Yagci 2014; and Lacka and Stefko 2014) who gained new insights about EP for other regions by conducting interviews.

3.4 Research Strategy

Selecting the research strategy is a plan how to achieve a goal (Saunders, 2012). It is the methodological link between the chosen philosophy and applied methods to collect and analyse data (Denzin and Lincoln, 2005). The applied semi-structured interview falls in the survey strategy which is mostly applied to gain quantitative data, but also qualitative information can be collected this way. Thus the exploratory approach used in this paper can be followed (Collis and Hussey, 2014; Saunders, 2012).

3.5 Data Collection

First literature was studied in detail to gain secondary data and information about the current status of research activities. A semi-structured interview was chosen to gain new insights from experts concerning the factors which influence a firms' EP, thus extracting answers to specific key questions while providing the flexibility to react to the flow of conversation (Saunders, 2012; Freeman and Styles 2014) previously used a similar approach.

3.6 Semi-structured interview

By means of a semi-structured interview qualitative data was gained from experts.

Table 1 Participants of the semi-structured interview

Firm	A	B	C	D
Industry	Trading House, incl. Finance	Medical Projects Tumkey	Medical Projects Tumkey	Textiles and advertising industry
Interviewee	Senior Executive Project Manager for SSA	Director tum-key projects	Chief Executive Officer	Chief Executive Officer
Employed in company (years)	4	27	5	9
Target countries (years of export activities)	Ghana (4.5) Kenya (4.5) South Africa (4.5) Angola (4.5) Mozambique (1) Tanzania (1)	Congo (7) Senegal (6) South Africa (1) Zimbabwe (25) Nigeria (4) Ghana (7) Guinea (1)	Ghana (50) Nigeria (35) South Sudan (10)	Several countries in SSA such as South Africa, Congo, Namibia, Liberia and South Sudan (56)

The interview consisted of two major parts. At first general information about the participants and their firms was derived from the answers to closed questions, followed by an inquiry regarding target markets in SSA. Closed questions were used since participants were surveyed on a specific issue. In the second part participants elaborated freely about internal and external factors which are perceived to influence their firm's EP (Saunders, 2012).

As a sampling technique a non-probability sample was chosen because the probability of each case being selected from the population is unknown (Saunders, 2012). More specifically purposive sampling was applied, based on the scholar's judgement. Since all participants had been in charge of exports to SSA for several years the scholar

considered them to be a good fit. However, it needs to be mentioned that this approach is not statistically representative (Saunders, 2012).

As suggested by Collis and Hussey (2014) possible interviewees were contacted by phone. (Easterby-Smith et al., 2015) considers this approach as the chance to combine the low-cost advantage of postal / online surveys with the interactivity of face-to-face interviews. Appointments were arranged to ensure that the interviewee would make enough time to answer all the questions in one go. A response rate of 40 % was achieved which is comparatively high. Sousa's review found an average response rate of 30 % (Sousa et al., 2008) and 25 % (Sousa et al., 2008). Table one summarises general information about the participants (data estranged to insure confidentiality).

4. FINDINGS AND ANALYSIS: SEMI-STRUCTURED INTERVIEW

4.1 Method of Analysis

To quantify the orally given data a content analysis was done. Using this widely applied method, items of qualitative data are systematically converted to numerical data (Collis and Hussey, 2014; Easterby-Smith et al., 2015).

4.2 Evaluated macro environmental factors

Eight factors (table two) were mentioned in an open question to influence EP.

One participant stated that his firm concentrates on private customers since decision makers of public institutions sometimes expect special payments which his firm cannot fulfil. Two participants argued that contributions are illegal in all European countries but that France, besides others, does not apply the existing legislation. According to them, Germany is the only country where the law is enforced. They argue that expensive presents in certain cultures express esteem and that some decision makers depend on special payments to support their family and tribe. Therefore in some regions or industries German companies have no chance to get contracts. Consequently German politics and legal environment are considered to influence EP, amongst others with export promotion programmes and the prohibition of bribery. This supports O'Cass and Julian's study (2003), stating that legal and political decisions influence EP. Dean et al. (Dean et al., 2000) confirm that governmental agencies may support export.

A survey by Transparency International (Tookey, 1964) shows that bribe is a serious matter in Africa and that decision makers are willing to accept such payments. For example 54 % of the 2.207 questioned households from Ghana said that they had to pay bribes in 2013. Politicians were described as corrupt by 76 % (Hardoon, 2013). Country of origin referred to by all interviewees as having an influence on EP was previously mentioned to be relevant by Lacka and Stefko (2014). The difficulties to find partners that finance big projects were already addressed by Felbermayr and Yalcin (2013) to influence EP. The identified competition from other countries matches the factor 'market competitiveness' recorded to be significant e.g. by (Cadogan et al. 2012; Lages and Montgomery 2005; and Navarros-García et al., 2015).

Table 2 Macro factors which influence EP

Positive influence	Negative influence
Made in Germany (four)	Difficulties in finding partners to finance big projects (once)
Export promotion by the German government (once)	Contributions to decision makers are illegal in Germany, but especially offered by firms based in other countries (three times)
Local conditions: Some countries are not able to coordinate projects by themselves so that they need companies specialised in offering turn-key projects (once)	German politics does not consider the special characteristics of the region, information level does not correspond with the current situation (once)
	German politics should support German producers by financing exports to the region (once)
	Competition from China and other countries with cheaper products (twice)

4.3 Evaluated internal and micro environmental factors

The variables shown in table three were mentioned in an open question to influence EP. The relevance of product quality may confirm the importance of the product strategy. Previously (O'Cass and Julian 2003; and Shoham et al. 2002) indicated that it is significant for Australian firms. Similar results were found by Lee and Griffith (2004) for South Korea and Piercy et al. (Piercy et al., 1997) for Britain. The influence of the price was highlighted by various scholars such as Lado et al. (McNaughton, 2003; Morgan, et al., 2004; and Sousa et al., 2014). However, (Sousa and Novello's study 2012) found out that there is no influence of the price strategy. The factor market knowledge or rather know-how and social competences emerged as significant in studies of (Kahiya and Dean, 2014; and Ling-Yee 2004). One participant mentioned that his firm as a medium sized company concentrates on smaller projects. This comment underlines the importance of company size. Besides others Kahiya and Dean (2014) and Lado et al. (McNaughton, 2003) describe it as fundamental and Lee and Griffith (2004) mention that a certain size is necessary to export successfully. There is no consensus, however, about its relevance. For instance (Lee and Griffith 2004; and Stoian et al., 2011) could not prove any influence. General willingness of firms to deal with the aspect of risk in Africa has not been mentioned in previous studies. Two participants named that time spent abroad or rather the continuous physical presence in the target country is essential. However, (Stoian et al., 2011) could not prove any relevance for Spanish exporters. Employees' principle mistrust towards SSA was mentioned to influence EP negatively. The attitude of employees towards a target market was previously researched by Nalcaci and Yagci (2014).

Table 3 Internal and micro factors which influence EP

Positive influence	Negative influence
Concept of sustainability, e.g. not only building a hospital but also training employees and finding qualified staff (once) Continuous physical presence in the target market (twice) Network in the industrial sector in the firm's home country (once) As a medium sized company concentration on smaller projects (once) General willingness of the firm to deal with risks in Africa caused by insufficient experience in the region (once) Cooperation with local partners (once) High local market knowledge (once) Company image (once) Employees: know-how and social competence (twice) Competence not only to offer good quality, but also good prices (twice) Product quality (once)	Initially mistrust towards the region, it was necessary to build trust in different departments such as risk control and accounting (once)

5. CONCLUSION

Sousa et al. (2008) name EP as one of the most widely researched but least understood areas of international marketing. This paper contributes to research in this field, specifically analysing the EP of German SMEs targeting SSA, and therefore fills a research gap. A comprehensive literature review and a semi-structured interview were carried out and evaluated. This study indicates that SSA has specific requirements for successful exports which differ from other regions. Regarding micro and macro environmental factors several indicators were named by the participants. Concerning the macro factors there is a consensus about the positive influence of the product origin 'Made in Germany'. Contributions to decision makers, which are illegal in Germany but offered by firms based in other countries, is the one determinant mentioned most frequently to influence export performance negatively. Also competition from other countries with cheaper products is identified to have a negative impact. Knowledge about the particular characteristics of the market enables managers as well as policy makers to improve trade relations. By focusing on German EP in SSA this study fills a research gap since no scholar previously concentrated on this special aspect.

6. FURTHER RESEARCH

Similar to (Sousa et al., 2014; and Stoian et al., 2011) it is suggested to extend the scope of work to additional home as well as foreign markets and to generalise findings (Boly, 2014; Catalog Sources World Development Indicators, 2015; Sung, 2015). Since this paper evaluated the whole of SSA without considering country specifics, additional research focusing on individual markets within SSA is desirable. Longitudinal studies about German SMEs targeting SSA would be useful to gain further insight into their EP. It might be advisable to research individual industries instead of multi-industries to find out if specific criteria need to be considered (Stoian et al., 2011). There is no limit to the number of independent and dependent variables for further analysis. Concrete ideas can be derived from suggestions made by participants of the semi-structured interview. It needs to be mentioned that the semi-structured interview presented in this paper was followed by a questionnaire survey. Qualitative as well as quantitative data were gained from a larger sample size and analyzed by various mathematical analysis methods. The results will be presented in a future publication.

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TECHNOLOGICAL CAPABILITY IN HOME ECONOMICS AND LIVELIHOOD EDUCATION INSTRUCTION IN SEVENTH-DAY ADVENTIST ELEMENTARY SCHOOLS OF CENTRAL VISAYAN CONFERENCE: SOME PROPOSALS

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ABSTRACT

Home Economics and Livelihood Education deals with the family and the ways how it makes a living, considering people in contemporary society, managing human and material resources, for the benefit of individuals and families and is likened to a catalyst of change for the betterment of the society, primarily, the family. The study assessed the technological capability in Home Economics and Livelihood Education (HELE) instruction of elementary schools of Central Visayan Conference of Seventh-Day Adventists, for some proposals, with research respondents as all 280 pupils in Grades IV-VI, 30 teachers, and six administrators in Cebu, Bohol, Masbate provinces, Philippines. The profile revealed pupils aged 10-12 years, more boys, families with fathers as office workers, farmers, mechanics, overseas workers and mothers as housewives, with six-seven members, and monthly income below P 5,000.00 and P 5,001.00–10,000.00; teachers were more female than male, married, bachelor degree holders with master degree units, worked less than 20 years as HELE teachers, and attended seminars/workshops/trainings several times; administrators attained master degree, administered 10 years-below, attended conferences/seminars/workshops/trainings seven-10 times. Technological capability in HELE instruction was perceived as often done on supervisory practices, used fairly often in teaching methods and strategies and moderately delivered by teachers and moderately acquired by pupils as to skills in all components. Capability in physical and instructional facilities was perceived as very adequate--shop rooms and laboratories, moderately adequate--safety measures and devices, and less adequate--tools and equipment. There was no significant mean difference in perceptions among pupils, teachers, and administrators on HELE instruction capability. Forty one per cent among teachers and 39 per cent among pupils had problems in HELE instructional/physical facilities, as lack of instructional materials and proposed solutions offered, as Solicit support from administration, HELE teachers be motivated to do best, Train pupils individually. The conclusion was that technological capability in HELE instruction was based on often done supervisory practices used fairly often teaching methods and strategies and HELE skills in all components were moderately delivered by teachers and moderately acquired by pupils. Recommendation was to utilize the study output, as the technological capability building strategic plan In HELE.

KEY-WORDS: HELE instruction, profile of respondents, technological capability, problems in HELE, some proposals

I. INTRODUCTION

In classrooms, it has been common knowledge, most particularly those in teacher education curricula, that education is life. Youth must be impressed with thought that education is not to teach them how to escape the disagreeable tasks and heavy burdens of life but to lighten work by teaching them better methods and higher aims. Youth so trained and be able to transfer technology whatever calling in life may be, so long as it is honest, can make social and economic position in life one of usefulness and honor (White, 1975). Technology as science of technical processes has innumerable use to mankind. Technological processes are activity side of technology--make and do

component, as exemplified by giving of projects to elementary pupils in Home Economics And Livelihood Education (HELE); thus, the vision of the Department Of Education being anchored on thrust of science and technology education program to develop globally competent individuals, through offering HELE curriculum in specialized education mix, though, with very little portion allotted, wherein child's technological interest is discovered, developed, and trained and where administrators' and teachers' technological capability in utilizing resources is exercised. Laufenberg generally classified resources into People, Information, Knowledge, Time, Tools and Machines, Materials, and Money (Laufenberg, 2012). Interested in technological capability in HELE instruction, the researcher was prompted to conduct study to assess technological capability in HELE instruction of elementary schools of Central Visayan Conference of Seventh-Day Adventists, as basis for some proposals for capability building.

2. MATERIALS AND METHODS

Initial steps in the study included the determination of the research environment, the identification of research respondents, and the formulation of the instrument. The research instrument was the survey questionnaire in three sets for the pupils, the teachers, and the administrators, on profiling, perceptions on capability in HELE instruction on relevant practices and physical and instructional facilities, laboratories, problems met, with variables scored. Preliminary preparations included consultations with teachers and administrators and formulation of the instrument, followed by the administration of instrument for data gathering, with the researcher giving a brief explanation on how to answer, and the gathered data were treated by using statistical tools, as percentage, weighted mean, and z-test.

3. RESULTS

Results showed (1) profile of 280 pupils as aged 11 to 12, with 154 or 55 per cent and 10 years and below, 107 or 38 per cent; gender was more male, 144 or 51 per cent; occupations of fathers were farmer, 53 or 19 per cent and office worker, 52 or 19 per cent, still; mechanic/driver, 50 or 18 per cent; overseas contract worker, 42 or 15 per cent and occupations of mothers as housewives, 147 or 53 per cent; number of family members, as five-six members, 107 or 38 per cent, three-four, 96 or 34 per cent, and seven-above, 52 or 19 per cent; family monthly income was Less than P 5,000.00, 90 or 32 per cent and P 5,001.00–10,000.00, 61 or 22 per cent; (2) profile of teachers, social background--ages as 31-40 years, 11 or 37 per cent, 41-50 years, nine or 30 per cent, and 51-60 years, six or 20 per cent; gender was more female, 19 or 63 per cent; civil status was married, 29 or 97 per cent; educational setting--24 or 80 per cent were bachelor, units in master degree; fields of specialization as Tailoring And Dressmaking, seven or 23 per cent, and Arts And Crafts, Culinary Arts, and Drawing And Painting, five or 17 per cent, each; number of years experience teaching HELE, 11 to 15, nine or 30 per cent and six-10, six or 20 per cent, 21-25 and five-below, five or 17 per cent, each; number of attendance to seminars/workshops/trainings relevant to HELE, three-six times, 14 or 47 per cent and seven-10 times, seven or 23 per cent; (3) profile of administrators--educational attainment, three of 50 per cent as bachelor, some master degree units; number of years experience as administrators, six-10 and five-below, two or 33 per cent, each; number of attendance to conferences/seminars/workshops/trainings relevant to HELE, seven-10 times, four or 67 per cent; (4) capability in HELE instruction and relevant practices, perceived by pupils and teachers as often (an average weighted mean--AWM of 3.60) on supervisory practices of administrators and moderately (AWM, 3.20) as perceived by administrators themselves; perceived by pupils and teachers as fairly often (AWM of 3.24 and 2.80, each) on 19 methods and strategies used by teachers; generally perceived as moderately delivered among teachers, general AWM of 2.96 and moderately acquired among pupils, general AWM of 2.91, on skills delivered by teachers and acquired by pupils in HELE, some area specifics--Home Economics, moderately delivered among teachers, AWM, 3.09 and moderately acquired among pupils, AWM, 2.91; Agricultural Arts, moderately delivered among teachers, AWM, 2.60 and less acquired among pupils, AWM, 2.66; Industrial Arts, less delivered among teachers, AWM, 2.00 and less acquired among the pupils, AWM, 2.10; and Retail Trades, well delivered among teachers, AWM, 3.52 and moderately acquired among pupils, AWM, 3.37. No significant mean difference was on perceptions of pupils, teachers, and administrators on supervisory practices and safety measures and devices in laboratories and on skills delivered by teachers and acquired by pupils in HELE; thus, null hypothesis was accepted.

Problems met in HELE instruction, learning, and physical facilities, were diverse-based, first nine were Lack of instructional materials, with 256 or 91 per cent, Lack of HELE tools and equipment, 167 or 59 per cent; Time allotment for subject not enough and Lack of supplies for projects, 16 or 53 per cent, each, No separate shop and laboratory, Lack of manuals and books, and Not enough garden area, 140 or 50 per cent, each; Lack of technological trainings and attendance to seminars, 15 or 50 per cent; Laziness of pupils, 15 or 50 per cent.

On proposed solutions to problems met in HELE instruction and physical facilities, first two were Solicit support from administration, 134 or 48 per cent and Allot enough time for HELE instruction, 125 or 45 per cent; on problems met on administrators, these were Inviting experts to conduct lectures, 125 or 45 per cent; Always invite supervisors to come and Invite experts from outside to conduct lectures, 122 and 123 respondents, respectively, or 44 per cent, each; Send administrators to training centers, with 119 or 42 per cent; and Select knowledgeable administrators on subject matter, 114 or 41 per cent; and on problems met on teachers, first four were HELE teachers be motivated to do their best, 120 or 43 per cent; Hire qualified teachers to teach HELE, 119 or 42 per cent; Recognize efforts of teachers in HELE and Send HELE teachers to seminars and workshops, 116 or 41 per cent, each; Train HELE teachers to use technology, 115 or 41 per cent; on pupils, first five were Training pupils individually, 148 or 53 per cent; Motivating pupils and Setting standards to be accomplished, 136 or 49 per cent, each; Emphasize value of work, 130 or 48 per cent; and Be consistent in giving projects, 131 or 47 per cent.

4. DISCUSSION

With the results revealing that students respondents had parents of generally low socio-economic stratum, as fathers being farmers, mechanics/ drivers and mothers as housewives, with five and above members, and a monthly income of less than P 5,000.00 and P 5,001.00–10,000.00, which data imply that pupils had much difficulty of support from parents of generally small means of living, with big families, and of low income. Anything that the schools leaders can initiate for these parents to have an improved means of livelihood through supplemental activities and be reoriented on family planning methods would be most welcome. As for the teachers and the administrators being bachelor, with master degree units only, would need an awareness on the necessity of academic upgrading, most specifically, as full master degree holders, as this can boost the academic competence of both sectors in HELE instruction.

Capability in HELE instruction and relevant practices perceived by pupils and teachers as often and by administrators as moderately, methods and strategies used by teachers being perceived as fairly often, skills delivered by teachers and acquired by pupils in HELE being moderately delivered by teachers and moderately acquired by pupils (Home Economics, moderately delivered by teachers and moderately acquired by pupils), (Agricultural Arts, moderately delivered by teachers and less acquired by pupils), (Industrial Arts, less delivered by teachers and less acquired by pupils), and Retail Trades, well delivered by teachers and moderately acquired by pupils), would imply that generally, the teachers' level of instruction would beget similar students' level of achievement; that is one cannot give which he or she does not have.

That no significant mean difference among perceptions of pupils, teachers, and administrators as to supervisory practices and safety measures and devices in laboratories and on skills delivered by teachers and acquired by pupils in HELE instruction implies that adults and young alike in educational situations exhibit objective assessments.

As diverse-based problems were met in HELE instruction, learning, and physical facilities and laboratories by students, teachers, and administrators, with some 10, as Lack of instructional materials, Lack of HELE tools and equipment, Insufficient time allotment, Lack of separate shop and laboratory, Lack of manuals and books, Lack of garden area, Lack of supplies for projects, Lack of technological trainings and attendance to seminars, Lack of technological knowledge and skills, Poor study habits, these imply the need to study the learning situation keenly for appropriate direction, as logistics generation and home cooperation.

Proposed solutions to problems met in HELE instruction and physical facilities and laboratories being presented, as Solicit support from administration, Allot enough time for HELE instruction, Invite experts to conduct lectures,

Always invite supervisors to come, Send administrators to trainings, Select knowledgeable administrators, HELE teachers be motivated to do their best, Hire qualified HELE teachers, Recognize efforts of HELE teachers, Send HELE teachers to seminars and workshops, Train HELE teachers to use technology, Train pupils individually, Motivate pupils, Set standards to accomplish, Emphasize value of work, Be consistent in giving projects, imply a felt need to improve capability in HELE instruction through implementation of study output, as the Technological Capability Building Strategic Plan In HELE.

5. CONCLUSION

Based from the findings, the conclusion would be that the technological capability in HELE instruction was based on often done supervisory practices by the supervisors/administrators used fairly often teaching methods and strategies the teachers, and HELE skills in all components being moderately delivered by the teachers and moderately acquired by the pupils.

6. RECOMMENDATION

As an overall recommendation, this would be to utilize the study output, as the technological capability building strategic plan In HELE, starting at having a strengths-weaknesses-opportunities-threats analysis, identification of strategic issues, formulation of the strategic plan, implementation of the strategic plan.

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AWARENESS AND ATTITUDES OF SELECTED PRE-SERVICE TEACHERS IN SOCSKSARGEN TOWARD ASEAN INTEGRATION

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ABSTRACT

One of the growing concerns and challenges that the Philippines is currently facing is the swelling of globalization and regional integration in Asia. With this integration, the demand for human services and resources are rising rapidly to Asian people. Another hurdle is brought by the limited competencies of pre-service teachers to educate and empower them in addressing issues on ASEAN Integration. This gap calls for state colleges, and universities to increase their level of awareness on the dynamics of this integration. One of the means to address this concern is by conducting baseline survey relative to this issue. Thus, this study aimed to identify the extent of awareness of pre-service teachers on the crucial issues for ASEAN to enhance integration and cooperation; determined the attitude towards ASEAN integration, and investigated the significant difference in students' attitudes toward ASEAN across schools. This study was conducted to 1,320 pre-service students who were randomly selected from six (6) schools in SOCSKSARGEN. It employed a descriptive survey design. Findings of the study revealed that majority of the pre-service students are less aware on the crucial issues for ASEAN to enhance its integration and cooperation. This result indicates that students need to be exposed to summits or other matters concerning ASEAN integration. Secondly, most of the pre-service teachers have a positive attitude towards ASEAN integration and cooperation. Moreover, results showed that there is a significant difference in the pre-service teachers' awareness of their attitude on ASEAN integration across schools. To further, this paper provides some recommendation to produce pre-service teachers who are more responsive and globally competent.

KEY-WORDS:Awareness, Attitudes, Pre-Service Students, SOCSKSARGEN, ASEAN Integration

1. INTRODUCTION

It is imperative for every member country of the global village to align its social dimension of progress and development with the standards of global and regional convergence. In context, the Association of Southeast Asian Nations (ASEAN) has entered into another milestone consequent to the adoption of blueprints for an integrated local community. This involves a deeper coordination between ASEAN's ten (10) members for a more enhanced political, economic, and security, cultural and social integration (Hayton and Thuzar, 2016). A region-wide survey of (Thompson and Thianthai, 2008) articulated the high level of awareness on ASEAN Integration among undergraduate university students in Southeast Asian nations. It was also proven that students maintain positive attitudes toward it, and go so far as to agree when asked if they consider themselves to be members of the regional economic cooperation. In contrary to this optimistic vision, there is an existing atmosphere of anxiety and pressure for the prime-movers of the ASEAN integration because of the high level of apathy among ASEAN citizens. In 2013, the ASEAN Secretariat revealed that three out of four ASEAN citizens (76 percent) lack the basic understanding of what ASEAN is and what it is striving to do. The report concluded that the overall level of agreement for both businesses and the general public is still low because of a prevailing lack of interest along with an ineffective use of communication channels (Domingo, 2013).

Schools and other educational institutions must be responsible for increasing awareness and positive attitude toward ASEAN among the next generation of its citizens. As postulated by Foreign Affairs Assistant Secretary

TeresitaBarsana, education leaders and stakeholders should work together to strengthen and improve educational opportunities for the Filipino children and make full use of the ASEAN to be able to compete with their counterparts in the region (Alcober, 2014). Given this, the study was conducted to provide contextual baseline information on the awareness and attitudes of pre-service teachers in SOCKSARGEN toward ASEAN Integration. Specifically, this study aimed to investigate the awareness of the crucial issues for ASEAN to enhance integration and cooperation; determined their attitude towards ASEAN integration and cooperation, and find out the significant difference in pre-service teachers' awareness of their attitude on ASEAN integration across schools. Findings were generated from the survey responses of pre-service teachers who participated in the local and regional academic conferences. The study outcomes may be utilized in the development of initiatives for further empowerment of ASEAN goals.

2. REVIEW OF THE LITERATURE

The Association of Southeast Asian Nations (ASEAN) was established in 1967 by Thailand, Malaysia, Singapore, Indonesia, and the Philippines. This association was considered as the premier comprehensive regional organization in East Asia (IBON, 2015). The ASEAN Economic Community was founded on four core initiatives: promoting equitable economic development; creating a single market and production base; increasing competitiveness, and further integrating ASEAN with the global economy (Soesastro, 2007). ASEAN has been the most important multilateral group in Asia for the past forty-five years. Since its inception in 1967, ASEAN has largely achieved its initial purpose of preventing Southeast Asia from further outbreaks of conflicts among forces, thus focusing its strength to accomplishing several notable achievements in the economic and nonproliferation realms. These accomplishments cannot outdo the challenges of not maintaining a peacekeeping force, authority to enforce human rights or possess a formal mechanism for conflict resolution (Kurlantzick, 2012). These are just some of the salient fissures of the region in which ASEAN prime-movers are affirmative to overcome through the initiative of the economic integration. For the conceptual framework of the study (see Fig.1), the independent variable includes knowledge about ASEAN in general, disaster prevention, educational improvement, poverty reduction, science & technology development, regional identity & solidarity and cultural preservation. On the other hand, the dependent variable consists of attitude toward cultural exchange, educational exchange, economic cooperation, tourism, development assistance, security and military cooperation, sports and political participation.

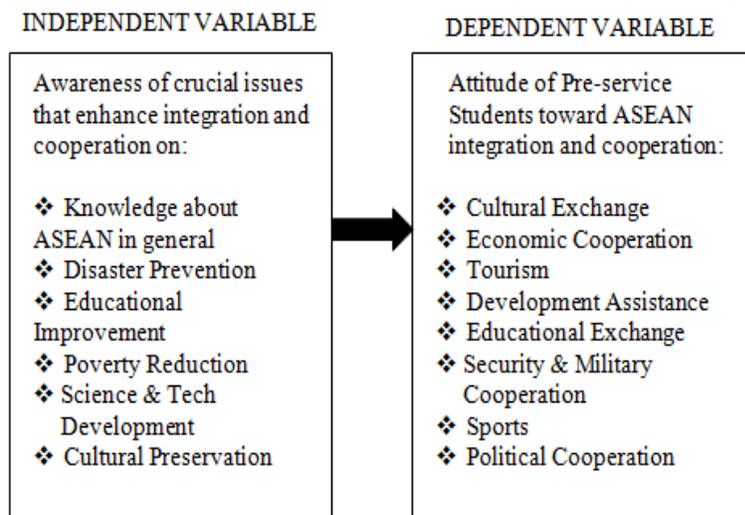


Fig. 1 Conceptual Framework

Moreover, the flexibility that characterizes this integration, referred to as "ASEAN way," may offer the member states a convenient ground for defiance. Enforcing the concurrences remains to be a challenge to hurdle. Aside from

this, internal and external critics agree that cooperation lacks sufficient mechanisms to ensure compliance to the economic integration (Menon and Anna, 2015). Movements to widen ASEAN awareness were inaugurated by and among various institutions which include government agencies, business, media, and institutions. For instance, the renowned social news network Rappler and the Asian Institute of Management (AIM) agreed to work on the sequel of stories explaining to the public the significance and impact of ASEAN integration (Ranada, 2015). Moreover, the ASEAN Business Advisory Council also strengthens the thrust toward ASEAN by organizing a recognition program for Philippine companies which have contributed to the growth and advancement of the ASEAN economy (Mirafior, 2014). These awareness campaigns are affirmed to be essential as it is noted from Min (2015) that one of the biggest challenges in ASEAN Integration involves raising awareness among its citizens about the benefits of the regional economic community.

The ten-nation survey of (Thompson and Thianthai, 2008) revealed that the attitudes toward ASEAN as expressed by the undergraduate university students range from enthusiastic through positive and ambivalent to skeptical. It is observable that there is ambivalence toward ASEAN among students in more affluent nations, enthusiasm from least wealthy nations and positive but moderate attitudes from "middle-income" nations. Furthermore, Inquirer.net broadcasted through (Domingo, 2013) that little awareness on ASEAN integration was noted from a survey commissioned by the ASEAN Secretariat. The report stressed that three out of four citizens (76 percent) "lack the essential understanding" on the basic objective of what ASEAN is striving to do even if 81 % are familiar with or have already heard of ASEAN. However, the report added that it is good to note that the overall perception and attitude towards the ASEAN community is still positive.

3. METHODOLOGY

This study aimed to find out students' awareness on crucial issues for ASEAN to enhance integration and cooperation. Likewise, it determined students' attitude towards ASEAN integration and cooperation; investigated the significant difference in students' attitudes toward ASEAN across schools.

3.1 Research Design

The study utilized a descriptive-comparative design. The respondents of the survey were the one thousand three hundred twenty (1,320) randomly selected pre-service teachers in SOCSKSARGEN. The respondents were enrolled at the University of Southern Mindanao, Quezon Colleges of Southern Philippines, Sultan Kudarat State University, Mindanao State University- GenSan, Notre Dame of Tacurong College and Edenton Mission College Inc, during the School Year 2014-2015.

3.2 Research Instruments

This study used a modified questionnaire adapted from (Thompson and Thianthai, 2008) of the ASEAN Foundation. Cronbach alpha was calculated to ensure that the instrument used was reliable. The first part of the questionnaire pertains to the students' awareness on crucial issues for ASEAN to enhance integration and cooperation, followed by the survey questions on the attitudes of the students toward ASEAN integration and cooperation. Respondents were asked to provide responses using the scale below:

Scale	Descriptions for Awareness & Attitude
5	Very Highly Aware / Very Positive
4	Highly Aware / Positive
3	Moderately Aware / Neutral or Uncertain
2	Less Aware / Negative
1	Least Aware / Very Negative

The following procedures were observed in the gathering, interpretation, and analysis of the research data. The researchers conducted the pilot testing as soon as the approval was granted. A pilot test was done randomly to 120 respondents, and the survey instrument was modified based on the results. Cronbach's alpha was performed to determine the reliability of the questionnaire. The survey questionnaire was then randomly administered to pre-service teachers who attended and participated the academic conferences conducted by Young Educators' Convergence of SOCSKSARGEN (YECS) to selected schools in SOCSKSARGEN. After the gathering of data, all results were analyzed and interpreted. Frequency, mean and mean percentage were used to investigate students' awareness on crucial issues for ASEAN and in determining students' attitude towards ASEAN integration and cooperation. Analysis of Variance or ANOVA was employed to find out the significant difference in students' attitudes toward ASEAN across schools. All tests were done at the 0.05 level of significance.

4. RESULTS OF THE STUDY

Table 1 presents the awareness of Pre-service teachers on the crucial issues for ASEAN to enhance integration and cooperation.

TABLE1 : AWARENESS OF PRE-SERVICE TEACHERS ON THE KEY ISSUES FOR ASEAN TO IMPROVE INTEGRATION AND COOPERATION

ASEAN Integration Components	WM	Description
(Cronbach's alpha=.891)		
1. Health & disease control	3.01	Moderate
2. Natural Resource & Environment	2.50	Moderate
3. Disaster Prevention, Relief, etc.	2.49	Less
4. Educational Improvement exchange	3.02	Moderate
5. Reduction of Poverty	2.10	Less
6. Science & Tech Development	3.03	Moderate
7. Cultural Preservation & Promotion	1.70	Least
8. Regional Identity & Solidarity	2.09	Less
Overall Mean	2.49	Less

Legend:

Very High: 4.50 - 5.0; High: 3.50 - 4.49; Moderate: 2.50 - 3.49;

Less: 1.50 - 2.49; Least: 1.0 - 1.49

Data revealed that the extent of awareness of the pre-service teachers has the aggregate mean of 2.49, described as less aware. Specifically, the respondents were moderate aware on the components 1, 2, 4, and 6. Similarly, they were less aware of components 3, 5 and 8. Nonetheless, pre-service teachers had the least extent of awareness on cultural preservation & promotion (wm=1.70). The result indicates that majority of the pre-service teachers were less aware of the crucial issues on ASEAN that enhances integration and cooperation. This result suggests that students need to be exposed to summits to educate them on matters concerning ASEAN integration. This finding also implies that pre-service teachers were focused only on issues pertaining to their schooling, and they lack concern or interest on matters relating to ASEAN Integration. This result supports the claim of Domingo [3] that the overall level of understanding of the general public is still low due to lack of interest alongside an ineffective use of communication channels. Nonetheless, the result is in contradict to the study of (Thompson and Thianthai, 2008) that there is a high level of awareness on ASEAN Integration among undergraduate university students in Southeast Asian nations.

Table 2 shows the attitudes of Pre-service teachers towards teachers on the crucial issues of ASEAN integration and cooperation. Based on the table, data disclosed that they are very positive on issues on Educational Improvement exchange (wm = 4.60), Health & disease control (wm = 4.51). Likewise, most of them have a positive attitude on issues referring to Disaster Prevention, Relief, etc. (wm = 3.53), Reduction of Poverty (wm = 4.10), and Regional Identity & Solidarity (wm = 4.12). However, they were neutral or uncertain on issues relative to: Natural Resource & Environment (wm = 3.29), Science & Technology development (wm = 3.38), and Cultural preservation & promotion (wm = 3.17).

TABLE 2 : ATTITUDE OF PRE-SERVICE TEACHERS ON THE CRUCIAL ISSUES RELATIVE TO ASEAN INTEGRATION AND COOPERATION

Components (Cronbach alpha=.804)	Mean	Description
1. Health & disease control	4.51	Very Positive
2. Natural Resource & Envi	3.29	Neutral/ Uncertain
3. Disaster Prevention, Relief, etc.	3.53	Positive
4. Educational Improvement exchange	4.60	Very Positive
5. Reduction of Poverty	4.10	Positive
6. Science & Tech Development	3.38	Neutral/ Uncertain
7. Cultural Preservation & Promotion	3.17	Neutral/ Uncertain
8. Regional Identity & Solidarity	4.12	Positive
Overall Mean	3.84	Positive

Legend:

4.50 - 5.0 Very positive, 3.50 - 4.49 Positive, 2.50 - 3.49 Neutral / Uncertain 1.50 - 2.49 Negative, 1.0 - 1.49 Very Negative

The overall mean of 3.84 implies that having a positive attitude towards issues of ASEAN integration and cooperation makes them a definite recipient to any global interventions that enhance their 21st century learning skills. These skills are vital for them to be globally competitive. The result affirms the study of (Aguila, 2015) that ASEAN integration, which is geared to shape a sustainable community, can pave the way for the 21st century skills of the pre-service teachers. This is necessary for them to cope up with the changing needs and demands for global competence. Similarly, it affirms the claim of (Robles, 2013) that educators must aspire for global trends and innovations to meet the challenges of the 21st century. On the other hand, ANOVA was employed to find out the significant difference in students' attitudes toward ASEAN integration across schools.

Table 3 shows the significant difference in the awareness of their attitude on ASEAN integration across schools. Data disclosed that schools were significantly different as evidenced by the overall F-ratio of 3.021 and a p-value of .002. These results showed that all schools except for MSU (F-ratio = 3.181 & p-value = 0.53) are found to be significant. A p-value which is less than 0.05 level of significance implies that there is a significant difference in the awareness of their attitude on ASEAN integration across schools.

TABLE 3 : SIGNIFICANT DIFFERENCE OF THE PRE-SERVICE TEACHERS' AWARENESS TOWARD THEIR ATTITUDE ON ASEAN INTEGRATION ACROSS SCHOOLS

Schools	F-ratio	p-value	Remark
EMCI	3.094	.000	Significant
USM	2.036	.010	Significant
MSU	3.185	.053	Not Significant
QCSP	2.240	.004	Significant
SKSU	3.330	.000	Significant
NDTC	4.240	.000	Significant
Overall	3.021	.002	Significant

This finding indicates that most schools under study diverge in their awareness on ASEAN Integration as they focused more on literacy and standards that support their interdisciplinary thinking. This result confirms the claim study of Aguila, (2015) that current changes in service education among schools are concentrated on skills, literacy, and standards to upkeep interdisciplinary thinking.

5. CONCLUSIONS

In the light of the findings, the following were the conclusions:

First, the majority of pre-service teachers are less aware on the crucial issues on ASEAN issues that enhance its integration and cooperation. This result indicates that the professors will expose their students to relevant Summits or educational conferences to educate them on other matters concerning ASEAN integration. **Secondly**, most of the pre-service teachers have a positive attitude towards ASEAN integration and cooperation. Moreover, results showed that there is a significant difference in the extent of awareness of their attitude on ASEAN integration across schools.

6. RECOMMENDATIONS

In the light of the conclusion, the following were the recommendations:

Pre-service teachers are encouraged to avail alternative learning or informal learning to upgrade their knowledge and skills for them to be more responsive and globally competitive. Secondly, education students should likewise be engaged to fieldwork and hold a discussion with other peers like being exposed to summits or other educational conferences. These exposures are essential for them to learn how to adapt easily, explore alternative perspectives and improve their 21st century skills. Thirdly, schools should provide a curriculum that will develop students' lifelong skills. This ability will help them to become more responsible individuals who can make intelligent decisions amidst socio-cultural diversity. Finally, the experimental and mixed method may be done to investigate the usefulness of ASEAN Integration in improving human resource.

7. ACKNOWLEDGMENT

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BUGINESE FAMILY SPEAKING BAHASA SHOWED ETHNOLECT SPEECH-PATTERN PHENOMENA

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ABSTRACT

Matras (2008) argued that a language contact emerges as the interactants of different language communicate. Hence speakers' speech patterns possibly converge or divergence one another (Trask, 2000). This study mainly addresses about the influences of local dialect upon the use of national language (also-called Bahasa) by Buginese speakers. It is based on an assumption that their regional dialect, especially from phonology and morphological aspect, contributes to their patterns of speaking Bahasa. The findings, synchronizing to Bahasa, few alphabets of Lontara do not exist in Bahasa, including the offset phoneme of /mpa'/, /nra'/, /nca'/, /nka'/. It was found much likely in final offset sounds, leading to interchange of bilabial nasal /m/, alveolar nasal /n/, and velar nasal /ŋ/, or the stop marking interchange between voiced alveolar /t/ and velar /k/. In fact, the word huta[ng], meminja[m], penganti[n], jala[n], dankenyataa[n] becomingly pronounced uta[n], pinja[ng], penganti[ng], jala[ng], or mabu[k] changed to mabu[t] which are not pronounced in Bahasa as usually and formally. Morphologically speaking, moreover, the affixation played contribution to the speech-pattern change, such the suffixations /je'/, /mbo'/, /ki'/, which all do not morphologically exist in Bahasa. In fact, the Buginese speakers inserted such these affixations in their pattern of speaking Bahasa such as in[sekalimbo'], [itudassi je'], etc, which are basically not found to have been formally spoken in Bahasa.

KEY-WORDS: Influences, Phonology, Morphology, Buginese, Bahasa.

1. INTRODUCTION

It is considered that a language contact emerges as the interactants of different language communicate, and hence their languages may influence each other (Matras, 2008). In this case, the influence of contacts possibly varies from somewhat trivial to more significant, affecting phonology, morphology, vocabulary, syntax, and other linguistic features (Trask, 2000). Therefore, the speakers involved could imitate (convergence) or distinguish (divergence) their speech-pattern styles to their partners' patterns (Clynes&Deterding, 2000). One obvious example is the case of ethnolect in Indonesia, in which the official language that is spoken by certain groups of speakers are very likely influenced by their local dialects. This is due to what (Clynes&Deterding, 2000) state that the local varieties naturally distinguish from standard language in phonetic and pnonology, and therefore these differences influence the variation of standard language spoken in each region. Following Muysken (2010), it is noted that the ethnolect is as a less or more speaking approach which characterizes the ethnicity of a specific society.

At one point, the national standard language of Indonesia is known as Indonesian language, more familiarly as Bahasa. It is historically standardized from Malay language and spoken by approximately 250 million people worldwide (Alisjahbana, 1962). Interestingly, although it is admitted as the official language, this is socially the second most spoken language after the regional dialects. This is due to, most of citizens, from various ethnics, have and therefore speak with their regional dialects at home (Lestari, 2014), including those speakers from Buginese society that I discuss in this study. Madeamin et al (2015) noted that Indonesia is approximately surrounded by more than 700 dialects. However, when a social interaction occurs at workplace, school, or other public areas, Bahasa returns to be a lingua franca or a means of formal communication (Buchori, 1994). At this context, their regional dialect styles presumably influence their communication style of speaking Bahasa.

Buginese language, for more specific, is a variety of regional dialect spoken by about five million people in Bugis community (*Tau Ugi*), geographically inhabiting southern part of South Sulawesi, Indonesia (Lestari, 2014). Despite mostly found in the south of Sulawesi (Hugo, 1982) noted that Buginese speakers can also be found in some other areas in Indonesia such as Kalimantan, Southeast Sulawesi, East Nusa Tenggara, New Guinea, Eastern Sumatera, Maluku, and even few in Java. Moreover, Pelras (1996) stated that Buginese is one such regional dialect which belongs to the great family of Austronesian people, and becomes one of the four mostly spoken languages in South Sulawesi after Mandar, Toraja, and Makassar respectively. Buginese alphabet is later so called *Lontara*.

One striking issue in regard with Buginese people speaking Bahasais the way they communicate and the speech pattern they deal with. Mahmud (2010) pointed out that Buginese people are bilinguals in which Buginese is their traditional language while Bahasa is their national language. As a result, they interchange both Buginese and Bahasa in purpose to appropriate the relevant context. For instance, Buginese is used in communication with family, neighbors, or in some other informal contexts while Bahasa is preferably spoken in formal setting as I mentioned earlier. What comes interesting to discuss in this study is that Bahasa which is spoken by Buginese speakers is such a type of informal Indonesian (Sneddon, 2003), in which later I call as an ethnolect-speech phenomenon of Buginese-Indonesian.

As the Buginese speakers typically used a mixed language, Mahmud (2010) said that they use either Bahasa with Buginese expression, in which speakers use Bahasa but repeatedly mix some Buginese expression, or Buginese with Bahasa, in which Buginese is mainly used with little additional features of Bahasa. This is in line with a study by Quinn (Quinn, 2006) pointing out that when Buginese people speak Indonesian, their Indonesian much likely sound informal, which is characterized by the dropping of certain affixes and even liberal borrowing of idioms from their local dialect, where Errington (1998) labeled it as a language salad or *bahasagado-gado*.

This present study discusses about the influences of Buginese dialect upon the use of Bahasa spoken by Buginese native speakers from phonological and morphological perspectives.

2. METHODOLOGY

This study has been conducted using qualitative data in which the data were taken from two YouTube videos recording two Buginese families speaking Bahasa. The first video was a family of Buginese speakers from Bone who were in discussion with their family members. The second video, moreover, recorded a speaker who was in an interview by a local TV channel. To be more specific, the former video was about a family having discussion and partly gossiping their neighbor. The second video in addition was showing one fashioned Buginese female speaker answering sort of questions from a reporter regarding her first experience sailing with boat, accompanied by her sister and two of her daughters. The first video is slightly different from the second video because the speakers involved in this video gradually interchanged between Buginese and Bahasa. That in the second video, otherwise, switched using the whole Bahasa during the interview. The relevant data, moreover, were transcribed and analyzed from phonology and semantic perspectives.

3. FINDINGS AND DISCUSSION

3.1. Phonology-Speech Pattern

Phonologically speaking, the Lontara contains both vowels and consonant. Interestingly, all Buginese lontara carries a consonant sound in the beginning and the inherent vowel /a/ in the end, except one alphabet, which merely consists of a single /a/ sound.

For further detail, below is a figure of Buginese lontara.

									
[ka]	[ga]	[ŋa]	[ŋka]	[pa]	[ba]	[ma]	[mpa]	[ta]	[da]
									
[na]	[nra]	[ja]	[ra]	[la]	[wa]	[sa]	[a]	[ha]	

Figure 1: Alphabets in ugineseLontara

More specifically, the vowels of Lontara can be derived into the sound of /a/, /i/, /u/, /e/, /ə/, /o/ just like in English and Bahasa, see the following for further:

a	i	u	e	ə	o
-	Tetti' riase'	Tetti' riawa	kacce' riolo	kacce' riase'	kacce' rimunri
□	□□	□□	□□	□□	□□

Figure 2: Vowels in Buginese

Synchronized to Bahasa as the standard language, few alphabets of Lontara do not exist in Bahasa, including the sound of /mpa'/, /nra'/, /nca'/, /nka'/, and therefore these kinds of sound are not familiar with Bahasa. As the consequence, when speakers of Buginese across to speak Bahasa, for instance in public area, the inherit sounds of their accents and dialect affect their way of speaking Bahasa (Mahmud, 2010). At this point, the biggest influence which comes from their regional dialect is the offset phoneme, covering the sound interchange of nasal bilabial /m/, nasal alveolar /n/, and nasal velar /ŋ/, or the interchange between voiced alveolar /t/ and velar /k/, as stop marking. In reference to the first video, the final sounds from their dialect, I mentioned earlier, were proven influencing their sounds of speaking Bahasa, especially at final offset. For more details, I present the table below:

Table 1 Phonology-speech pattern between Buginese-Indonesian and Standard Bahasa in the first video.

Buginese-Indonesia	Standard Indonesian
- Banyakapotujeuta[n]nyaidassi	- MemangIdassimempunyaibanyakhut <u>ng[ŋ]</u> / <i>Definitely, Idassih as much loan.</i>
- Selalupergipinjang <u>ng[ŋ]</u> di penjual	- Diaselalupergimeminja[m] di penjual / <i>She always borrows money from the seller</i>
- Terutama kalau ada penganti <u>ng[ŋ]</u>	- Terumakalauadapenganti[n] / <i>especially in marriage party</i>
- Gara-gara selalui jal <u>ng[ŋ]</u>	- Karenadiaselalujala[n]/ <i>Because she likes hanging out</i>
-Justru kenyataa[m]nya	-Justrukenyataa[n]nya / <i>it is based on fact.</i>

More explicitly, it is quite obvious based on the video that once speakers of Buginese communicated using official language, their speaking pattern was much likely affected by the phonology of their regional dialect, such the alveolar/n/ in Bahasa changed to bilabial /m/,veolar /ŋ/ or the other way around, such pinja[m] changed to pinja[ng/ŋ], which is identically sound of Buginese offset, such minu[ng/ŋ], menru[ng/ŋ], etc.To discuss this final sound phenomenon, Buginese language is very much familiar with the final offset ng [ŋ] as many Buginese vocabulary, especially verbs are massively ended with sound [ŋ]. As a consequence, when the Buginese people speak Bahasa, their habit of sounding nasal velar [ŋ] contributed much in ending sound in Bahasa. This is in line with a study conducted by Macknight (2012) pointed out that not only the final vowel in Buginese language which is sometimes followed by ng [ŋ], but ng [ŋ] much frequently appear after consonants, such as in ar[ung] (*noble*), rilal[eng](*inside*).

In regard with whether the way of Buginese people speak bahasa is considerably prestige or not, Mahmud (2010) argued that some cases of Buginese people, especially low educated speakers, speaking the official language are considered less prestige but likely stably polite as they are well-known with high respects to their local wisdoms (*Sipakatau, Sipakalebbi*) in the daily interaction. Furthermore, it is also found a relevant case where Bahasa which was spoken by Buginese people were likely influenced by their regional dialect in particular at the stop marking interchange between voiced alveolar /t/ and velar /k/, this case is given in the following table:

Table 2 Phonology-speech pattern between Buginese-Indonesian and Standard Bahasa in the second video

Buginese Indonesian	Standard Indonesian
Ke batu licin ee kemaring [ŋ]	Kebatulicinkemarin[n] / we went to BatuLicin yesterday
Berangkat jang [ŋ]	Berangkat jam [m] / We start at
Eeperjalanam[m]	Perjalan[n] / journey
Iniombat[t]bagus	Iniombak[k]bagus / the wave is friendly
Endakmabut[t]	Tidakmabuk[k] / we were not drunk

It is in fact found in the video that Buginese people speaking Bahasa unintentionally changed the stop marking sound between voiced alveolar /t/ and velar /k/. The condition in which Buginese people speaking Bahasa changed the final sound [k] to [t], or vice versa, which is unfamiliarly spoken in Bahasa in formal way, and is therefore less appropriate, later so-called as *okkots*. Furthermore, a case in the first video that I described previously was in where the sounds of *nasal bilabial [m]*, *nasal alveolar [n]*, and *nasal velar [ŋ]* were unintentionally interchanged, and therefore these sounds are all incorrectly in accordance with common sounds in standard Bahasa.

3.2. morphology-speech pattern

Morphologically speaking, the data also reveal that the influence of Buginese dialect to standard language use was through the affixation, in which the speakers used affixation, mostly suffix, in the use of standard language. In evidence, as shown in the first video, the speakers put suffixation which was semantically acceptable but slightly different from syntactical and phonological point of view. In the first video, it is found that the speaker entered a few affixations which were typically and commonly spoken in Buginese. For more information, it is given in the following table:

Table 3 Morphology-speech pattern between Buginese-Indonesian and Standard Bahasa in the first video

Buginese-Indonesia	Standard Indonesian
- Itu Idassi <u>je'</u> tidak naperhatikan anaknya	- Itu Idassi tidak mengurus anaknya dengan baik / <i>Idassi seemingly doesn't care her son</i>
- Nakal sekali <u>mbo'</u> anaknya sekarang	- Nakal sekali anaknya sekarang / <i>her son is becomingly naughty</i>
- Begitu <u>mi</u> kenyataanya	- Begitu kenyataannya / it is in fact

Further detailed, the affixation *je'*, *mbo'*, and *mi* are few of some affixations typically associated and used in Buginese language, such *manrenije'*, *magellonimbo'*, *cantikmi*, etc. In communication, these sorts of affixation do not morphologically exist in Bahasa Indonesia. Mahmud (2010) stated that such influences of local Buginese dialect in using Bahasa are easily recognized by the existing use of Buginese affixes such as *-ko, -ji, -na, -mi, -ki, etc.* From social perspective, even though Bahasa is mixed with such affixations borrowed from Buginese, the accents maintains originally from Buginese. Madeamin et al (2015) said that Buginese accent is considerably melodious and considered quite polite. The morpheme [*mbo'*] is relatively similar with the sound of [*mpa'*] such as in Buginese

Bampa'. It is found that this case happened on the video where the Buginese speakers using bahasa mixed dialect affixation of Buginese /-je'/-mbo'/-mi/ such in *Idassije'*, *sekalimbo*, and *begitumi*. Formally, these were supposed to have been spoken *Idassi*, *sekali*, and *begitu* in Bahasa. Moreover, it is also found in the second video that few typically Buginese features used by the speaker during the time of speaking Bahasa. The examples are given in the following table:

Table 4 Morphology-speech pattern between Buginese-Indonesian and Standard Bahasa in the second video

Buginese-Indonesia	Bahasa
- Ke batu <i>liciney</i>	- Kebutulicin/ <i>wewent to BatuLicin</i>
- Saya <i>barusan</i> naik sini	- Sayabarunaiksini / <i>this is my first time sailing with this ship</i>
- Sampai <i>keanu</i> ke Baruu	- SampaikeBaruu / <i>we just arrived in Baruu.</i>

As seen in the table, there were at least three affixations which were used by the speaker speaking Bahasa, and these affixations are typically and mostly spoken in Buginese. In referring to Bahasa, the morpheme *-ey* in *liciney*, *-san* in *Barusan*, and *-anuinkeanu* do not exist in Bahasa respectively. Normally, they should have been spoken such as *licin*, *baru*, and *ke* without such these kinds of aforementioned affixation. In correlation to Buginese, *anu* especially was an expression to express a delay to speak something in correct word. Mahmud (2010) noted that *anu* is a socially informal expression to express anonymous thing.

4. CONCLUSION

The result then support the fact that Buginese people are bilinguals speakers (Mahmud, 2010) as they speak Buginese at their home in such informal setting while they switch speaking Bahasa in such formal contexts. Although having good ability to speak Bahasa, their Bahasa-speech pattern was found slightly different from national standard of Bahasa either from phonology or morphological features in this study, and therefore it is said by Quinn (2006) that the Buginese speakers using Bahasa much likely sounded informal Indonesian. It is then concluded that their regional speech patter contributed much to their distinctive style upon speaking Bahasa. It was because the final offsets of Buginese in which lot words including adverbs, adjectives, nouns, and especially verbs have final sounds ended by sounds of bilabial nasal /m/, alveolar nasal /n/, and nasal velar /ŋ/, or the interchange between the two stop marking *voiced alveolar /t/ and velar /k/*. Otherwise, the final sounds in Bahasa were found not so common with these Buginese final sounds especially that with final offset ng [ŋ].

In addition to this, the findings of this study also suggest that several affixations which are typically used and spoken in Buginese were even entered by the Buginese people speaking Bahasa, and therefore it is believed to have contributed and made their Bahasa-speech pattern slightly different from standard form of Bahasa. It was the existing of suffixations /-je'/-mbo'/-mi/,-anu/,and /-san/ spoken by Buginese people, which all formally do not exist in Bahasa. In short, as several speech-pattern differences from phonology and morphology view were shown by Buginese people speaking Bahasa, it is fair enough to have concluded that they have created different speech-pattern, and is therefore so-called Buginese-Indonesian.

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WELCOME TO MY E-LEARNING GROUP: THE EFFICACY OF ONLINE SCAFFOLDING

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ABSTRACT

This study investigated the learning impact of online scaffolding in sustaining a community of inquiry in physics instruction. Online learning segments were included in the process of developing classroom tasks vis-à-vis with the course intended learning outcomes in a collegial, constructive, and democratic learning environment through online scaffolding techniques. Two sections of 34 students enrolled in University Physics 1 were used in this study. A questionnaire was adopted in determining the perceived relative magnitude of advantages of the online discussion. Employing the Quasi-Experimental Research design, the following are concluded: respondents were social butterflies although they are bounded with cultural restrictions in using online communication tools; respondents were satisfied on the embedded learning segments in the course and found them beneficial to their learning; and online learning model accounts a high impact to the learning performances of the respondents.

KEY-WORDS: A-priori e-learning experiences, Asynchronous and synchronous e-learning modality, Community of inquiry, e-group, online scaffolding, Reciprocal determinism and causation.

1. INTRODUCTION

The advent of advanced educational technologies is a vast array of digital resources and content in learning that offers the magnanimity of theories towards educational opportunities (Dillenbourg, 2000; Bautista, 2013). This offers practices in sustaining a community of inquiry in a dynamic classroom. Sustaining a community of inquiry in any educative instruction requires greater options for quantity and quality of learning interactions in a collegial learning environment. This offers student-learners the opportunity to interact with each other at anytime and anywhere through online discussion tools and facilities. One of the approaches in the sustenance of this community of inquiry is the implementation of online scaffolding in classroom instruction (Swan, 2003; Anderson, 2006).

Online learning happens in a community of inquiry in a self-regulated constructive learning environment. Learners interact with other participants in varied learning modalities of synchronous and asynchronous activities; hence, a rich learning environment (Anderson, 2004). This environment allows cooperative attainment of the learning contents' objectives and the development of personal relationship among the student-learner participants (Ryan-Rojas, 2012).

Mediated with online scaffolding of instructional delivery, the teacher and learners work together to optimize learning experiences, (Bautista, 2013; Anderson, 2004; Ryan-Rojas, 2012). This provides realistic yet practical opportunities in attaining sustainability in the teaching-learning process through independent and constructive learning. This is necessary as the nature and purposes of physics instruction needs reinforcement for it had been mystified as difficult since time immemorial. Aptly, most students hold negative stereotype images of science and technology in general and physics in particular.

Researches on the introduction of online scaffolding and segments of instructional techniques had been prevalent over the decade and yielded positive findings: an enriching leap towards harnessing communication abilities among student-learners, open and free discussion boards through various modalities of inquiry, and deconstruction process that harmonize theories of interaction and discourses in teaching-and-learning (Bautista, 2013). These researches had established positive impact on the academic performance and achievement of the student learners towards learning outcomes (Bautista, 2013; Anderson, 2004; Bautista, 2012). The crux is: science instruction needs to be re-

energized by providing challenging units of continued inquiry among its students-learners through online infrastructure– the creation of intuitive learning that engages student-learners from the spark of excitement that stems from discovery. This engagement results in more learning as they develop more integrated, useful understanding of concepts and their interrelationships, and applicability (Bautista, 2013; Bautista, 2012).

2. MATERIALS AND METHODS

The Quasi-Experimental Design was used in this study. The results provided bases in the establishment of the relationship between the independent variables and dependent variables of the study. It elucidated on the impact of the embedded online instructional segment to the students' success in achieving select course intended learning outcomes through modalities of online scaffolding. The online instructional segments used in this study were LMS, online mentoring, chat room, bulletin group discussion, and e-mail exchange; all were done in the e-learning facility of the university, together with the personal e-mail and FB group of the author-researcher.

This study was conducted at the Natural Science Department of the Center for General Education of AMA International University – Bahrain during the second trimester, SY 2012 – 2013, where the author was previously employed as University Professor. The respondents of this study were the two sections of NATSC1D (University Physics 1) handled by the author. The frequency count, mean, Pearson-r correlation, and ANCOVA were used in the treatment of the gathered data to conclude on the stated problems of the study.

A questionnaire formulated by Anderson and Elloumi was adopted to determine the learning impact of the embedded online segments and experiences through online platforms to the learning experiences of students (Anderson, 2004). Students' academic performance towards the course was determined by their performance in one of the major examinations (Midterm Examination). The test instrument was formulated based on a two-way Table of Specification and assessed through the internal moderation used by the university. The instrument was validated by the course Coordinator, together with other teachers teaching the subject, and The department head of Natural Sciences.

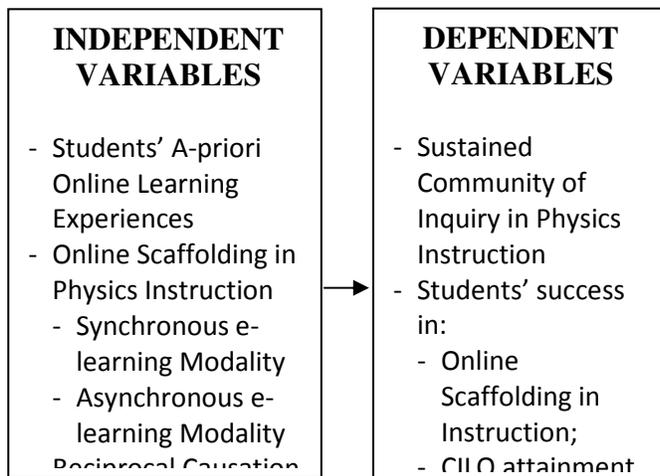


Figure 1 Research Paradigm

Figure 1 presents the variables expected to sustain a community of inquiry in physics instruction. It includes the students' a-priori online learning experiences, the reciprocal causation of the learning environment, and the e-learning modalities implemented in the instructional design of the class program – synchronous and asynchronous. The students' a-priori experiences in online platforms are believed to be their encapsulating schema towards their success in the select online classwork. Reciprocal causation was employed to qualify interaction between and among

the actors and actresses of the classroom instruction – the teacher and the learner. It employed the reciprocal determinism theory relative to the analysis of the effects of online scaffolding in classroom interaction. The modalities of classroom instruction offered in a constructive learning environment were synchronous and asynchronous. The Social Learning Theory of Bandura (1986), together with Social Development (Vygotsky, 1978) and Situated Learning (Lave, 1988). Theories, was the recuperating basis in regulating the pace of the instructional design of the class program. These leaps are expected to reshape the physics instruction in the sustenance of the classroom's community of inquiry.

3. RESULTS AND DISCUSSION

Table1 presents the a-priori learning experiences of the student-learners in synchronous and asynchronous online learning activities. As gleaned on the table, the respondents are exposed to online platforms and other social networking sites with a composite mean of 3.64 and interpreted as *often*. However, it can be noted that the students *seldom* ($mean = 3.32$) use social and communications tools, like online dating, friends reunited, among others, due to the respondents' cultural endowment and restrictions. In an interview, many of them are using the virtual world too often like online tutorial, webinar, wikis, and educational social networks. In fact, many of them were maintaining their own blogs. Moreover, the respondents are using sophisticated mobiles that could offer online platforms at their fingertips. Respondents were generally satisfied in using OLC chiefly on revisiting prior discussion threads. Apparently, the average ability respondents benefited most in using OLC when compared with their counterparts as exemplified by their group mean response. In an interview with the respondents, they claimed that they found an avenue where they can freely participate in class discussion particularly the women respondents. It can be noted, however, that women in the Arab countries are most likely passive when mixed with their men counterparts due to their cultural endowment and restrictions. Through this avenue, women can now participate in the discussion.

TABLE 1 THE A-PRIORI LEARNING EXPERIENCES OF THE RESPONDENTS IN ONLINE COMMUNITIES

		Mean	Descriptive Interpretation
1	I am a social butterfly and use social networks (E.g. Facebook, Instagram, Twitter, MySpace, Flickr, among others)	3.79	Often
2	I use synchronous chat tools (E.g. chat rooms, Instant messaging, IP telephony, among others)	3.56	Often
3	I use messaging and discussion tools (E.g. Email, forums, phone texting like BBM, Tango)	3.88	Often
4	I play online games or use virtual worlds and talk to other players (E.g. Clash of Clans, World of War Craft, Battlefield 2, Sims Online, Second Life)	3.71	Often
5	I have an online personal space other than a social network (E.g. Academia, Research Gate, Web pages, blogs, triond team, among others)	3.56	Often
6	I use other social and communication tools online (E.g. Viber, Skype, Tango, YM, Badoo, WeChat, Online dating, Friends Reunited, among others)	3.32	Seldom
Average		3.64	Often

TABLE 2 RESPONDENTS' SATISFACTION IN USING SELECT ONLINE LEARNING COMMUNITIES IN CLASSROOM LEARNING WHEN GROUPED ACCORDING TO LEARNING ABILITY¹

		High Ability		Average Ability		Low Ability	
		Mean	DI	Mean	DI	Mean	DI
1	I am free to participate in the discussion more frequently than traditional courses.	3.33 abc	MS	3.80 *ab	S	3.00*ac	MS

2	It enables me to take more researches than the traditional classroom routine.	4.00 *ac	S	4.80 *b	VS	3.80*ac	S
3	It develops my critical thinking abilities more than the traditional classroom routine.	4.00 *ac	S	4.80 *b	VS	3.80*ac	S
4	Rereading previous discussion threads enables me to review and understand topics or questions and answers that I didn't understand well.	4.67 *ab	VS	4.80 *ab	VS	3.80*c	S
5	I am satisfied on the use of online learning communities.	4.00 *ab	S	4.60 *ab	VS	3.00*c	MS
Average		4.00 *a	S	4.56 *b	VS	3.48*c	MS

Legend: DI – Descriptive Interpretation; MS – Moderately Satisfied; S – Satisfied; VS – Very satisfied

1 means of the same letters within rows are comparable at 0.05 level of significance

* - mean difference is significant at 0.05 level of significance (LSD test)

Concomitantly, respondents in the low ability group found a moderate satisfaction to the online segments as they found difficulty in coping with the pace of the online learning activities. One of the problems raised was the use of the English language. It is known for a fact that English is still new to the Arabic curriculum. In fact, majority of the low ability group were graduates of the Arabic curriculum. This means that their secondary curriculum was purely Arabic. Hence, students are zero-to-beginner English speakers. As stipulated by Anderson and Elloumi (2004), the respondents' ability to express themselves through their linguistics competences play a significant role in their success in participating online learning. When mitigated, online learners will soon find synergy in the online sequences that will pave for more success towards independent learning: creativity through association, drill and exercises, behaviors through simulation, feedback and practice, sound judgment from received feedbacks, and coaching among their peers, analysis, deconstruction, and practice to both synchronous and asynchronous learning activities (Bautista, 2013; Ryan-Rojas, 2012; Bautista, 2012; Ebner, 2010; Aguado, 2012).

TABLE 3 BENEFITS OF USING SELECT ONLINE LEARNING COMMUNITIES IN CLASSROOM LEARNING WHEN GROUPED ACCORDING TO LEARNING ABILITY¹

		High Ability		Average Ability		Low Ability	
		Mean	DI	Mean	DI	Mean	DI
1	I am free to participate in the discussion more frequently than traditional courses.	3.67 abc	B	4.60 *ab	VB	3.20 *ac	MB
2	It enables me to take more researches than the traditional classroom routine.	4.17 *ac	B	4.80 *b	VB	3.80 *ac	B
3	It develops my critical thinking abilities more than the	4.17	B	4.80	VB	4.00	B

	traditional classroom routine.	*ac		*b		*ac	
4	Rereading previous discussion threads enables me to review and understand topics or questions and answers that I didn't understand well.	5.00 *ab	VB	4.80 *ab	VB	4.20 *c	B
5	It enables me to ask questions immediately when things seems difficult to understand.	3.83 *ac	B	4.80 *b	VB	3.40 *ac	MB
Average		4.17 *ac	B	4.76 *b	VB	3.72*ac	B

Legend: DI – Descriptive Interpretation; MB – Moderately Beneficial; B - Beneficial; VB – Very Beneficial, ¹means of the same letters within rows are comparable at .05 level of significance* - mean difference is significant at .05 level of significance (LSD test)

Online learning offers an array of educational benefits: association to simulation, coaching and feedback, and deconstruction and practice towards demonstrable academic success and performance. Conducted in a collegial, constructive, and democratic learning environment through online scaffolding techniques, students come in a practice of inquiry in the sustenance of learning. As explicated by Bandura (Lavery, 2012) in his Social Learning Theory, learning cognition, which is based on cognitive processes, transforms the individual through imitation, modeling, and feedback consists of environmental, individual, and other social stimulus that are believed to reshape the learning environment of the student-learner. On the other hand, the interaction models of online learning of Anderson and Elloumi(2004) and the time and place dimensions of online delivery systems of Duderstadt (1997); in Dillenbourg(2000) can be posited as bases of this cognition process where learning takes place in a community of inquiry. Knowing that learners learn in varied modalities of creativity, deconstruction, and sound judgment to feedback on the threads of discussions during online scaffolding sustains a community of inquiry among students (Bandura, 1986; Lave, 1988). Hence, learning is enforced as continuous research and investigation are to be done.

TABLE 4 T-TEST ON THE GROUP GAIN SCORES OF THE RESPONDENTS IN PHYSICS

	t-test for Equality of Means		
	t	Sig. (2-tailed)	Mean Difference
Gain Score	2.588	.015*	2.8056

Legend: *-significant at .05level of significance

The table presents the comparative analysis on the group mean scores of the respondents. It can be noted that t-test results at .05level of significance reveal that there is incomparable group mean-scores between the experimental group and the control group (t-value of 2.588, and p-value of .015). The mean difference of 2.806 between the two groups of respondents is a great margin. This means that the null hypothesis of no significant difference between the group mean scores of the experimental and control group is hereby rejected. The foregoing results validate the results of prior studies conducted along this line when they claimed that online scaffolding is a significant factor in establishing a community of practice and inquiry that redirects classroom routine and impacts the learning performances of the online-learners., (Bautista, 2013; Anderson, 2006; Bautista, 2012; Ebner, 2010; Aguado, 2012).

Table 5 presents the learning impact of the embedded online segments to the academic performance of the respondents. It can be noted that the impact of the models of online scaffolding is high considering that the coefficient of determination indicated by the adjusted R-squared is 94.6 % which means that the models of teaching

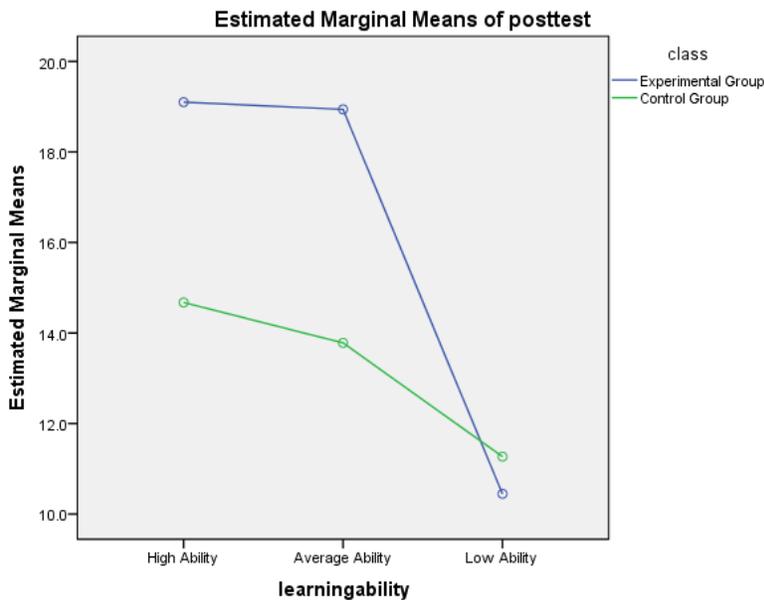
account for 94.6% of the variability in the academic achievement of the students. Moreover the impact of the online learning model accounts 78.8% to the learning abilities of the respondents across their respective classes.

TABLE 5 TESTS OF BETWEEN-SUBJECTS EFFECTS ON THE RESPONDENTS' ACADEMIC PERFORMANCE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Observed Power ^c
Intercept	233.304	1	233.304	22.573	.012	.914
Pretest	73.097	1	73.097	13.699	.001	.946
Learning ability * class	55.985	2	27.993	5.246	.012	.788

Table 5 likewise presents the interaction between the learning abilities of the students and the method (online learning method). It presents the impact of the treatment conditions to the academic achievement of the students across the learning abilities of the students in the two groups as shown in Figure 2. Figure 2 presents the relationship of the estimated marginal means of the post-test results and the learning abilities of the students, categorized as low, average, and high. The result of the post-test mean score is evaluated with the pre-test covariate value of 9.736. It presents that the highly able students benefited the most in the program followed by the averagely able students.

The results of the study indicate that students who were exposed to the online learning model obtained a significantly higher mean post-test score on their academic achievement than the students who were exposed to the customary teaching models and techniques. This result supports the claims Anderson and Elloumi (2004); and Aguado, Barrutia, and Echebarria (2012) who reported that students in the collaborative learning group posted better scores on the critical thinking test than students who studied individually. Various proponents of reciprocal causation through online scaffolding, collaborative instruction, and constructivism claimed that the active exchange of ideas in online discussion not only increases interest among the members of the group but also promotes critical thinking and academic achievement. As cited by Swan (2003; Anderson, 2006; and Bautista 2013; Bautista, 2012), there is convincing evidence that cooperative teams achieve higher levels of thought and retain information longer than students who work only as individuals. The shared learning during online sessions, whether it is synchronous or asynchronous, gives students an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers (Dillenbourg, 2000; Swan, 2003; Anderson, 2004; Laverty, 2012). Online discussion also engenders further thinking since students are engaged in activity, reflection, and conversation where the learners become responsible for defending, proving, justifying, and communicating their ideas to the other members of the group (Bautista, 2013; Anderson, 2004; Bautista, 2012; Aguado, 2012).



Covariates appearing in the model are evaluated at the following values: pretest = 9.735

Fig. 2 Interaction Model of the Respondents' Academic Performance in terms of their Learning Ability

(Covariates appearing in the model are evaluated at the following values: pretest = 9.735; Corrected model is highly significant at .05level; R-squared of the pretest and posttest = .946; R-squared on the interaction of the OLM to the learning ability of the respondent vis-à-vis with their class = .788).

4. IMPLICATION TO THEORY AND PRACTICE

Pursuing the intended scientific disposition requires initiation and mediation, e.g. online scaffolding, in a reconstructed environment of acquisition processes among students. Passive learners deserve special attention in this respect because they should be assisted to develop more active learning strategies. To this end, an approach that can truly be effective in terms of developing critical thinking skills and academic achievement among students is to employ strategies of teaching that are compatible with an active-constructive learning environment. There is therefore a need for all Higher Education Institutions (HEI's) to expose students to various approaches in teaching concepts and principles in physics whether synchronous or asynchronous. This is urgent since one of the philosophies of the World Declaration on Higher Education states that "the ideal teacher is not authoritarian but a trustworthy facilitator of the learning processes, who enables the learners to become active constructors of meaning and not passive recipients of information." Thus, insofar as the objective of raising the quality of physics achievement among students is concerned, the radical change of engendering online infrastructures in classroom teaching should therefore be at the helm of all the HEI's.

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