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MATHEMATICAL PATTERNS OF SELECTED CUT – FLOWERS OF LA TRINIDAD, BENGUET

Josephine Caridad S. Borje and Bretel B. Dolipas

PAMPAGTUTURONG TUNGKULIN SA INTERAKSYONG PANGKLASE NG MGA GURO NG WIKA

Maribel Z. Palazo, Elvira G. Dines, Dominga S. Tomas, Myrna B. Sison, Ronda C. Bataclao

Balanced Fertilization Strategy on Semi-Temperate Vegetables in The Highlands of Northern, Philippines



Mario M. Marquez, Carlito P. Laurean, Erma K. Mamaril,
Alexander W. Fagyan, Jose G. Balaoing,
Hukaba M. Imong, Freda J. Picpican
and Gennie B. Soyon¹

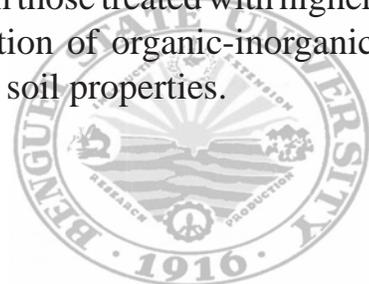
ABSTRACT

On station and on farm experiments in the highlands were done to come up with a balanced fertilization strategy for selected semi-temperate vegetables. Cabbage, broccoli, carrots, bell pepper and potato which are the major crops grown in the highlands were subjected to twenty four (24) fertilizer combinations. Ten best treatments were selected from initial experiments for verification and evaluation. Three trials for cabbage, broccoli and potato while two trials for carrots and bell pepper were done.

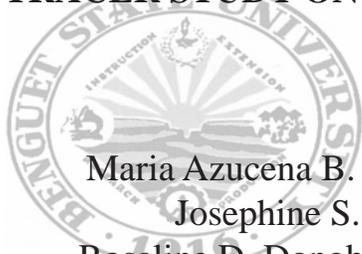
On station results on cabbage showed that application rate of 250-100-100 kg NP₂O₅K₂O/ha + 7 tons/ha chicken manure significantly produced the heaviest with bigger and more compact cabbages. Similar results were noted from on farm trial. Marketable yield of potato tubers were high from application of 140-140-140 kg NPK/ha + 5 tons/ha formulated organic fertilizer + Boron. On broccoli, fertilizer rate of 240-60-60 kg NPK/ha + 5 tons/ha formulated compost + Boron produced the heaviest yield and bigger curds. Reducing the recommended rate by 25% with chicken manure and Boron application gave comparable yields. Results on bell pepper revealed that fertilizer rate of 100-200-100 kg NPK + Boron yielded the heaviest. Recommended rate + 5 tons/ha formulated organic fertilizer + Boron gave comparable yield. On carrots, the heaviest yield was noted from application of 90-170-90 kg NPK/ha + Boron though it did not differ significantly from other treated plants. Higher return on investments was realized in most treatments with reduced fertilizer application.

The effects of the treatments on soil properties differ from each area planted with the test crop. An improvement in soil organic matter was noted in most treatments involving organic fertilizer application. While a general decrease in soil pH were noted from those treated with higher rate of inorganic fertilizers. Results indicated that combined application of organic-inorganic fertilizer proved to be more effective in terms of crop responses and on soil properties.

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TRACER STUDY ON BS APPLIED STATISTICS GRADUATES (1987-2006)



Maria Azucena B. Lubrica, Judith Asprer, Ederson G. Bawang, Salvacion Z. Beligan, Josephine S. Borje, Brenda O. Bua-ay, Marcos A. Buliyat, Edna A. Chua, Rosaline D. Dongbo, Bretel B. Dolipas, Manuel L. Domoguen, Fitzgerald Lacamento, Joel V. Lubrica, Lilian Maranes, Reynante S. Marrero, Phil S. Ocampo, Cristina B. Ocden, Serano L. Oryan, Chrisando P. Paza, Jennifer Lyn S. Ramos, Frevy P. Teofilo, Maria Teresa P. Teofilo, Marilyn B. Toledo, and Marycel H. Toyhacao¹

ABSTRACT

A tracer study on the graduates the BS Applied Statistics (BSAS) was conducted by the Math-Physics-Statistics (MPS) Department of the College of Arts and Sciences in Benguet State University. The Department had produced a total of 90 graduates from 1987 to 2006.

After two decades of existence, the researchers decided to undertake a tracer study to determine the extent of the graduates' employability.

The study showed that 79% had been employed in various types of jobs but only 76% had jobs that were in line or related to their degree.

On the extent of "match" of BSAS graduates' academic preparation with their job. This indicates that the match between academic preparation and their job description was moderate.

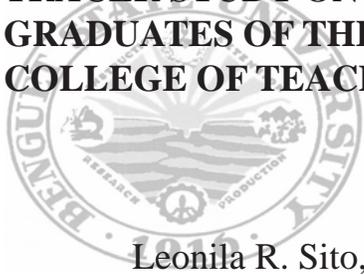
On the factors and the extent of their contribution to the employability of BSAS graduates, personality, communication skills and academic performance were rated as having a big contribution to their employability. The prestige of being a BSU graduate, the socio-cultural exposure at BSU, and ethnic affiliation had moderate contribution while high school graduated from and political backing were considered as having little contribution to their employability.

Lastly, the respondents considered that big improvement was needed for Library facilities, Physical facilities, Instruction, and BSAS curriculum.

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**TRACER STUDY ON THE BACHELOR OF SECONDARY EDUCATION
GRADUATES OF THE BENGUET STATE UNIVERSITY,
COLLEGE OF TEACHER EDUCATION**



Leonila R. Sito, Dolores Alawas, Manolita N. Alvaro, Fe Virginai T. Azupardo,
Angel C. Cawat, Wilfredo B. Mina, Imelda G. Parcasio¹

ABSTRACT

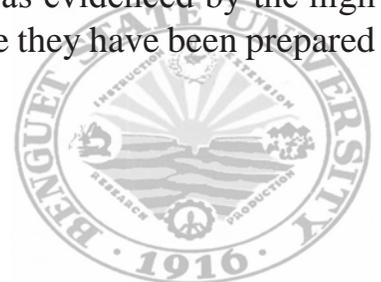
This normative descriptive study has the overall goal of ascertaining basic information about graduates of the Bachelor in Secondary Education program of the College of Teacher Education of the Benguet State University. Through survey technique using a constructed questionnaire and interview guide, seven hundred and fifty eight graduates of said program were traced. These are graduates from as early as 1993 to the graduates of 2007. The supervising instructors of the Department of Secondary Education and members of the faculty assisted in the collection of data with the help of their students.

Among those traced, 706 are employed which can either in the form of self-employment, underemployment or appropriate employment. Almost 7 per cent are not employed. The government is the primary agency where they are employed and the private sector absorbed about 32 per cent of them. Of those employed, 89 percent are teaching mostly in the secondary level, while some find themselves teaching in the pre-school, elementary, tertiary and even graduate school levels. Seven percent of those who teach cannot be ascertained as to the level where they teach because they are tutors. On the other hand, 10.90 per cent are employed but not in the field of teaching; they are usually in the private sector as sales clerks, office assistants, food service crew or they are in the government but as police officers, civilian employees while some are in politics.

Sixty seven per cent of those traced reported that they were employed after they have successfully passed the Licensure Examination for Teachers (LET) and almost a quarter of the respondents found themselves with a job immediately after graduation, usually in the private sector and almost 9 per cent cannot be determined because they have left for employment overseas.

In conclusion, the BSE graduates find their niche in the society as evidenced by the high rate of employment and more so that they are teaching in the level where they have been prepared best to teach.

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SELF DESCRIPTION AND ACADEMIC DESCRIPTION AND ACADEMIC PERFORMANCE RELATION



Josephine Caridad S. Borje, Bretel B. Dolipas,
Jennifer Lyn S. Ramos¹

ABSTRACT

The study aimed to determine the relationship between the following self description factors: mathematics; verbal; academic; problem solving; physical ability; physical appearance same sex peer relations; opposite sex peer relations; parent relations; spiritual values/religion; honesty/trustworthiness; emotional stability and general esteem to academic performance in mathematics and physics of students enrolled in Bachelor of Science in Information Technology (BSIT) and Bachelor of Science in Applied Statistics (BSAS) courses.

The result of the research could be used to improve the performance of students in mathematics and physics. From the result, self description factor significantly affecting academic performance could be the basis/bases of the procedures/techniques to be used in teaching the said fields and increase the academic performance of students in mathematics and physics.

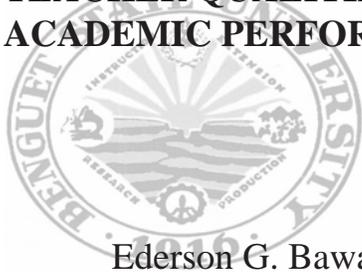
Results indicate that the overall self description was found to correlate with mathematical achievement of BSIT students although statistically not significantly correlated. For BSAS students, there were no significant relationship of the different self concept areas to mathematical achievement. The overall self description of BSAS students also has no significant relationship with achievement in mathematics.

The finding also shows that the self description on mathematical ability, problem solving ability, and on same sex peer relations, were significantly correlated with the BSIT student's achievement in mathematics. The table also shows that the overall student's self description positively correlated with their achievement in mathematics.

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TEACHER QUALITIES THAT ENHANCE STUDENTS' ACADEMIC PERFORMANCE



J. V. Lubrica,

Ederson G. Bawang, Salvacion Z. Beligan, Brenda O. Bua-ay, Marcos A. Buliyat, Edna. A. Chua, Bretel B. Dolipas, Rosaline D. Dongbo, Michael Angelo F. Empizo, Fitzgerald M. Lacamento, Maria Azucena B. Lubrica, Phil S. Ocampo, Cristina B. Ocden, Chrisando P. Paza, Jennifer Lyn S. Ramos, Monica S. Santos, Rowena S. Tello, Frevy P. Teofilo, Maria Teresa P. Teofilo, Marilyn B. Toledo, Marycel H. Toyhacao¹

ABSTRACT

The study aimed to investigate the perception of college students on the level of influence of various teacher qualities or characteristics on their academic performance. Respondents were 45 students of Bachelor of Science in Applied Statistics and Bachelor of Science in Information Technology at Benguet State University. A questionnaire based on the Student Evaluation of Faculty (SEF) instrument was used for data collection during 2nd semester 2007-2008. Statistical treatment of data involved weighted means, averages, ranking and t-test. Results indicate that all the 24 qualities listed in the instrument had a great influence in enhancing student academic performance, confirming local and overseas literature. Moreover, of the four categorizations of qualities posed by the SEF, the one involving mastery, preparation, organization and presentation of subject matter had the highest rank, corroborating claims that the professional expertise of the teacher has the greatest influence in the academic performance of students. Two conclusions that can be drawn are: a) students desired that their teachers be multi-functional, and b) the perceived qualities of effective teachers can cut across cultural and political boundaries. Recommendations are offered in relation to the professional development of teachers. Directions for further studies are indicated.

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CLASS SIZE: IT'S INFLUENCE TO FACULTY ELUATION BY STUDENTS



Bretel B. Dolipas, Phil S. Ocampo, Chrisando P. Paza,
Jennifer Lyn S. Ramos, Maria Teresa P. Teofilo¹

ABSTRACT

The study attempted to find if there is an influence of class size to Faculty Evaluation by Students. Specifically it sought to determine if physics class size has an influence to physics, statistics, mathematics and information technology - teacher's evaluation by student's according to a) Mastery, preparation, organization and presentation of subject matter; b) Communication and teaching skills; c) Classroom management and d) Personal qualities, punctuality and attendance.

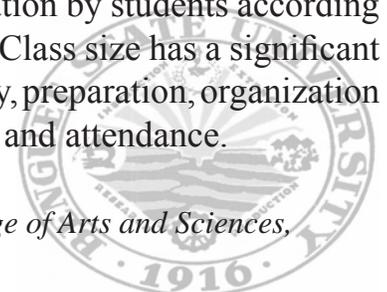
The result of the research could be used to improve the performance of teachers in mathematics, information technology, statistics and physics. From the result, the factor of teacher's evaluation by students that could be significantly influenced by the class size could be considered in the preparation of faculty loadings made every semester. Appropriate class size that would give a better performance of faculty in each area could be recommended.

The findings of the study show that the higher the class size, the lower the evaluation rating on a) Mastery, preparation, organization and presentation of subject matter; b) Communication and teaching skills; c) Classroom management and d) Personal qualities, punctuality and attendance of physics and information technology teachers. It was also seen the higher the class size the lower the evaluation rate on mastery, preparation, organization and presentation of subject matter; and Personal qualities, punctuality and attendance of statistics teachers. The higher the class size the lower the evaluation rating on mastery, preparation, organization and presentation of subject matter of mathematics teachers.

It is therefore concluded that class size has a significant influence on physics and information technology - teacher's evaluation by student's according to a) Mastery, preparation, organization and presentation of subject matter; b) Communication and teaching skills; c) Classroom management and d) Personal qualities, punctuality and attendance.

Class size has a significant effect to mathematics - teacher's evaluation by students according to mastery, preparation, organization and presentation of subject matter. Class size has a significant influence on statistics - teacher's evaluation by students according to mastery, preparation, organization and presentation of subject matter; and on personal qualities, punctuality and attendance.

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PAMPAGTUTURONG TUNGKULIN SA INTERAKSYONG PANGKLASE NG MGA GURO NG WIKA



Maribel Z. Palazo, Elvira G. Dines, Dominga S. Tomas,
Myrna B. Sison, Ronda C. Batac-lao¹

ABSTRAK

Layunin ng pag-aaral na ito na matukoy ang pampagtuturong tungkulin sa interaksyong pangklaseng ginagamit ng mga guro ng wika at masuri ang persepsyon ng mga mag-aaral sa mga ito ayon sa kanilang unang wika at kolehiyong kinabibilangan.

Batay sa kinalabasan ng pag-aaral, nanguna ang pagpapaunlad sa nilalaman sa mga pampagtuturong tungkulin; pangalawa ang pagpapadaloy; pangatlo, ang pag-uugnay at sumunod ang pagkokontrol, pagtutugon, pagbibigay ng positibo at negatibong pagpapahalaga.

Sa persepsyon ng mga mag-aaral ayon sa unang wika at kolehiyong kinabibilangan, halos nagkaisa ang lahat na palaging ginagamit ng mga guro ng wika ang mga pampagtuturong tungkulin sa interaksyong pangklase.

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