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Social Skills in the 21st Century for Fundamental Education Students: Classroom Application and Pragmatics Competence

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Abstract

It undeniably accepts the world situation change and innovative information technology in the 21st century. The current world has diversely combined and piled up issues, and it represents a knowledge social, an adapting social which certainly focus on human development by many sectors. Youth development for world market labor requires knowledge and skills; however, it has neglected social interactions including communication, adaptation, cooperative working, and compassion. These would support students in fundamental education on what role the education plays and how to facilitate such skills. This article aims to propose a conceptual guideline for supporting social skills in fundamental education students. It illustrates current learning management which integrates various subjects emphasizing on Active Learning. In addition, it activates learners' learning process such as self-learning, thinking creatively for outputs, cooperative learning, learning in real circumstances, collaboration, interactions, and helping and sharing. These learning styles are beneficial for children to be inspired, reach their goals, and have positive mental. In addition, this article discussed pragmatics competence on assisting students to employ proper communicative skills in a second language classroom and a society.

Indeed, students in the 21st century should acquire goals in their learning and living as well as characteristics to manage themselves at the present and in the future. Such characteristics consist of 1. Knowledge and main contents 2. Skills and process in learning an innovative information science and communication 3. Life and career skills. These skills are similarly considered as immunity for them to be aware and know how to certainly handle life in the current world.

Keywords: Fundamental Education Students, Pragmatics Competence, Social Skills, the 21st Century

Introduction

The current 21st century world has shifted in term of technology development. People in a society require knowledge about innovation and upcoming information technology, complicated social trends, and social value changes which affect adult life as well as children behavior considerably. Particularly, fundamental education students who demand development and necessary skills for cohabitation preparing for more advance learning levels. Education Ministry (2008) emphasized on developing people with quality and extent their own potential, think critically, find solutions, think creatively, learn by themselves, able to adjust in social change along with ethics and peacefully social living. Social skills are defined as skills used to interact and communicate within a society; for example, communicative skills; speaking and listening skills, cooperative skills, abilities to understand various situations, social regulations, knowing the others, and understanding surrounding people. These lead to learning in authentic situations and adaptation in daily life for further social living peacefully.

Social Skills: Why matters?

Thai society becomes urbanization which most area provide advance technology and communication via various methods. It plays significant roles in our daily life. A current social seems to be a receptive society that chooses to consume only interesting information. People value online social rather than a real one, so a society becomes individual that gives a distance between people in a family, a society, and reducing interactional relation.

On contrary, social network has recently been established as a central network. This phenomenon raises questions on how people who focus more on technology world than a society will treat the others in face-to face situations, for they cannot avoid meeting, talking, and learning to interact and live together. It is undeniable that human is a social animal that needs to acquire “Social Skills”.

The first step of sociability is fundamental education. It is certain for students to interact with people on a family and neighborhood before entering a basic school and higher education, so their social experience would be broad accordingly. In each age level, children acquire knowledge and experience in living together in a society, and they are able to know a role and action in different situations which makes social experience necessary. Mahathnobol (2003) discussed social skills as personal abilities to live in a group or society and adapt quickly with friends and strangers, seek for new knowledge by interacting with the others, and being aware of a social role. Further, it is a personal skill to communicate with others properly with responsibility regarding their roles and duty, and they are able to progress activities and gladly collaborate with other people as well as public volunteering (Sirithadukulaphat, 2008). Social skills are understandable as two words and

are defined as a skill which is a personal skill to learn, understand and specialize; social is a group of people living together in a particular context or circumstance.

It is widely accepted that 21st century skills include necessary social skills in the 21st century society which also consist of life and career skills as well as social skills and intercultural society as follows.

Social skills are first discussed here as mentioned above on how to provide social skills to fundamental education children whose ages are from 7-15 years old. Their objective to use social skills is with friends, teachers, parents, and surrounding people. Parents can support their children's social skills to apply with friends and teachers in doing activities at home. Then they can relatively explain their children on how to behave in classroom or school. Role play could be useful for them to assume as a teacher and a student role, or they can notice from cartoons, advertisement, and soap opera series for children to connect stories imaginatively with their real experience of situations. Moreover, teachers and parents should train their social manners from daily life situations in order to facilitate children learning skills including interacting with people, respecting adults, communicating skills such as apologizing, thanking. Managing self-emotion is to breathe deeply and slowly count when upset. These skills are significant for living in a society because they assist people interacting and collaborating with the others effectively, and social skills also support social development to help people aware of identity, seeking for new knowledge by interactions, presenting roles and duty appropriately, and being responsible for society (Angwatanakul, 1997).

We then discuss intercultural society which concerns and relate to social skills. Intercultural society involves culture and language for communication and interaction between social which is international language. Intercultural communication requires skills such as Communicative Competence, Interactional Competence, Cultural Competence, Discourse Competence, Pragmatic Competence. As communication in English language is widely considered as an international communicative skill of social skills in the 21st century, it is necessary for interactions with the others in a society. Social language use is called Pragmatics which involves what we say, who we talk to, what non-verbal language, and situations in order to avoid inaccurate communication and misunderstanding. Kasper (1993) explained a context of conversation concerning social and culture circumstances. These play a critical role in message construction, convey, and perceive. Pragmatics competence is a skill to comprehend, transmit, and imply meanings in social and culture circumstances. Studies of Pragmatics have been done in terms of native language and second language leaning. In that, native language research focuses on childhood development; whereas, second language research tends to emphasize on all ages that are learning English. Social language functions used to communicate in speaking consists of three main conversation skills which are 1)

Using English in different purposes such as greeting, requesting, explaining, and apologizing 2) Changing of language such as talking to people in different social class or academic background 3) Conversation rules that depends on speakers' different culture such as turn taking, topic changing, and rephrasing conversation. In perspectives of language users, they have to take social interactions into account for choosing a language to speak. This leads to the point of Blackman (cited in Barron, 2003, p. 173) who claimed that pragmatics competency combines speech acts and speech functions with a proper language in particular context. There are levels of interpretation in using a social language which is sometimes implied by the speaker or interpreted by the listener. John Searle (1969) categorized Speech acts as 5 domains including Assertives, Directives, Commissives, Expressives, and Declaratives. These speech acts can be linked to social skills described by Hassell (1979) as follows.

1. Social skills are interaction between people in a specific situation even though they are from different circumstances and culture.
2. Using verbal and non-verbal language in each group affects personal relation which responses in both verbal and non-verbal language can be learned.
3. Individual role is essential for effective personal interaction with abilities to behave properly and no impact on the others verbally and physically.

Classroom management supporting social skills

The 21st century has shifted from the 20th century in terms of education. It is awakening to manage classroom relating learners in the 21st century. These learners have different characteristics than those in the 19th and the 20th centuries, for there are sources of information, knowledge perceiving methods. They can choose plenty of knowledge information and learn from familiar technology. It is challenge for Thai education, institutions, and educators to manage classroom for enhancing necessary skills. Social skills are one of challenges in classroom management for learners because it needs characteristics building, social behavior in a school, house and outside classroom for further employing social skills.

Classroom management that enhances social skills for learner effectively consists of several methods. For example, integration in a normal classroom is a practice of social skills along with curriculum contents. A direct social practice is another method to train social skills through activities separated from contents which allows students to work together by doing and searching for knowledge. This is also an opportunity that relates students living according to their interests

and competence such as democratic training in a school. Cooperative learning is another interesting method as learning in a group by practice would assist students to appreciate and satisfy to change and improve themselves. Group activity allows students to plan together and share experience which involve interactions within a group, and this activity also responses personal demand mentally such as demand to become one member of a group, acceptance from the others, and emotional and social development. Group activity also provides good relationship when they interact in group which is a chance to realize themselves and the others in a group (Chatsupphakul, 2003).

The well-known model used in classroom management for enhancing social skills is cooperative learning which has various techniques such as STAD technique, TAI technique, TGT technique, Jigsaw technique, LT technique, and so on.

An appropriate cooperative learning technique for primary education learners emphasizes on group practice in order to interact between learners, share materials, give duty to each person explicitly, substitute leader and follower roles which leads to group success. Cooperative learning provides many techniques, so this study prefers presenting LT (Learning Together Technique) for enhancing social skills which consists of stages as follow.

1. A stage of leading into the lesson

Many activities lead into a lesson such as telling from newspaper, using video clip, watching a short film or pictures from newspaper, specifying situations, and asking open-ended questions to learners to think relatively connecting real life and questions. This first stage encourages learners to be interested in the next learning stages.

2. A stage of practice

- 2.1 divide students into different groups of competency. Teachers can separate them according to levels of excellent, average, and weak. In that, excellent students can help the weak ones, and groups will be divided over the cycle for students to share with different groups.

- 2.2 In group, teachers explain purposes of the hour to understand and assign roles for them to work together and help each other within a group. The roles can be as follows.

Student 1 Read direction and process of work

Student 2 Listen and take notes

Student 3 Seek for answers

Student 4 Verify answers and present in front of class

These roles should be rotated regarding opportunity to allow them to be a leader and a follower properly by concerning contents and activities and agree the rules to work together.

2.3 Teachers link contents and explain them again by many different instructional methods such as video clip, explanation and instruction of contents, and noticing and analyzing pictures together.

2.4 Teachers give topics and assignments following instructed activities in each hour. Each group plans and concludes important issues, and then discusses and comments. Teachers also limit time length of each activity and highlight time management.

3. A stage of evaluation

Teachers observe students' behavior and their process of group work, and then each group presents their products by rotating presentation in each hour. An evaluation is taken place by the teachers and students in order to teach them to accept competence of the others.

4. A stage of conclusion

Teachers and students conclude contents that they studied by focusing students on thinking, analyzing. For example, setting questions for students to think and find solutions in order to implement in real life with freedom to comments, and no right or wrong but focusing on creative thinking and correct self-confidence.

It shows that cooperative learning facilitates students' social skills in each stage from the beginning until concluding. These procedures correspond with social skill elements described by Jarolimek (1967) which include

- 1) Being a giver and a receiver
- 2) Adapting to environment
- 3) Accepting performance of oneself and the others
- 4) Self- controlling
- 5) Being responsible
- 6) Realizing the right of oneself and the others
- 7) Planning
- 8) Being a leader
- 9) Expressing opinions by the others

Speaking instruction for facilitating social skills

A lack of social skills would affect second language learners to unsuccessful communication. Generally, speaking instruction in Thailand focuses on Communicative Language Teaching (CLT) which train students' communicative skills; speaking and listening skills for meaningful communication. A survey of Chulalongkorn University Academic Service Centre (2000) found out challenges in English instruction in primary and secondary schools which included levels of difficulties, size of classroom, but one of an important matter is that students are not able to apply skills they learned for other situations. This is because most of speaking classroom tends to focus more on grammar which can be noticed from the tests or examination. The contents of the test require more cultural awareness which prevent students to apply in interacting in society. As a result, students should be aware of communicative competence, cultural competence, particularly pragmatics competence rather than grammatical competence in speaking, for they will be unable to communicate effectively as worrying about grammar.

Pragmatics competence plays a significant role in social language use and facilitate social skills. Speaking instruction in a fundamental education should highlight communicative skills such as using English in different purposes and communicative rules depending on the speakers' culture as mentioned earlier. There are different levels of communication regarding levels of familiarity, levels of formality, types of situations, age, and gender. Accurate communication relating these levels is called Politeness which English classroom should provide an application of Speech act and Politeness in a speaking class. In a fundamental level, there is not only pronunciation learning to focus, but also Speech act and Politeness are essential for students in this level in order to be aware and acquire proper social skills in different situations such as speech act in term of conversational functions; greetings and leave takings and speech act in term of conversational management; back channeling and turn taking. Role play is suitable to allow students to know when to apply what speech acts, so they will be aware of speech act in their communication. Pragmatics involves culture knowledge or schema, and there are plenty of activities to apply pragmatics in second language classroom. Bardovi-Harlig (as cited in Shemanski, 2000) proposed procedures to apply pragmatics in a curriculum.

- 1) Identification of the speech act
- 2) Data collection and description (journals, prediction charts, etc.)
- 3) Evaluation of texts and materials (critiquing dialogues, and group discussions)
- 4) Development of new materials

Echeverria Castillo (2009) proposed The NAPKIN model in speaking classroom for developing pragmatics competence and intervening social skills.

The NAPKIN model. Echeverria 2009

Need

Accurate Introduction of Subject Matter

Practice

Knowledge Review

Internalization

Natural Application

Need is the beginning of a lesson which students lack of pragmatics competence in different speaking situations with pragmatics elements. Teachers let students compare or give examples of speaking culture in sentences according to their own culture of a culture of a target language.

Accurate Introduction of Subject Matter In this stage, teachers present speech act through situations in familiar themes for students

Practice This practice stage allow students to use pragmatics elements and speech acts in various conversation as a partner relating general cultural situations.

Knowledge Review This stage reviews speech acts that they practiced earlier as a role play for accurate speech act use.

Internalization Students will be aware of pragmatics elements and speech acts in this stage, so they independently interact with the others in class which is observed and noted by the teachers.

Natural Application The last stage is to extent what speech acts that students have applied to use outside classroom in natural conversation after they are aware of pragmatics elements.

If an application of this model with pragmatics competence in a speaking classroom is carried out, students will acquire 3 main social skills mentioned by Hassell (1979) earlier.

How do students in the 21st century purpose their living?

The 21st century began from 2001 A.D. and will end in 2100 A.D. which lasts human generations. We have been in the 21st century for 16 years which is the beginning of adaptation in economics, politic, social, and education for challenging changes of each country. It has been developing people to catch up with the modern world, and the objectives of the modern world requires what characteristics from new generation students.

The contents of main subjects such as language, arts, mathematics, science, civic duty, economics, geography, and history could lead to interdisciplinary learning which is able to integrate learning and set objectives. It emphasizes on practice rather than remembering, so students need to evaluate their competency, decide, plan to manage information, and cooperate in group. Further, significant skill intervention is required for the subjects in the 21st century such as world knowledge, finance, economics, good civic duty, and environment. These skills are fundamental knowledge for further more advance academic levels.

Skills for students in the 21st century for living purpose consist of several points

Firstly, **learning and innovation skills** allow students to raise accurate questions and how to create new innovation. Training students in a fundamental education level is possible if the teachers do not rely much on exact theories, but instead they can ask students to find answers together for learning and creating new innovation. Critical thinking and interactive communication are involved between students and students and between students and adults which produce cooperative learning process for creating new innovation and outputs.

Secondly, **information and communication** are easily accessible for students as it is parts of daily life. Effective instant communication is a goal of communication in this rush society. Thus, students in the 21st century need critical thinking, communicative competence, technology access competence, analyzing skill, evaluating skill, and producing effective messages for useful interpretation. Moreover, they also need skills to produce tools and innovation and express it via video, audio, podcast, and websites (Phanich, 2012).

Thirdly, **life and career skills**, students will confront changes and work in the future due to a limited of resources, time, and future labor conditions. Adaptation and social skills plays significant roles on guiding them to learn and turn crisis into opportunity, they can find solutions from chances creatively even in a complicated and difficult situation as well as learning to be flexible and adaptable. Life purposes in this are responsibility, taking care and relying on oneself, finding solutions, and seeking for opportunity to develop in both work and life.

To give students basic learning and living in the 21st century, it is necessary to prepare at the fundamental education level. The very first skills to acquire for living together at home and a school is social skill which is perceived through experience, behavior, and communication. Research studies in Thailand focus on social skills among the social disability people which can be notice from the strange news of people behavior nowadays. There is doubtable for normal people whether they have similar level of social skills or less than those who are social disability.

The main question for society and education institutes as the value resource producer is whether we need to accelerate Thai student development and provide them good characteristics to become a good asset and producer who are able to learn energetically and adapt in the new world consistently.

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The Use of Remedial Reading Drills among Sixth Grade Pupils of Bagong Silang Elementary School

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Abstract

Reading is one of the macro skills that a child must learn in order to comprehend every informational text or material that requires decoding of meaning. The Remedial Reading Drills are designed primarily to aid children who have become retarded in reading (Hegge, et. al., 1965). This paper discusses a case study on the use of remedial reading drills developed by Hegge, et. al. (1965) to select sixth grade pupils who manifested failure in reading some of the grade level English words. Due to large class size and unavailability of reading materials, learning to read and reading to learn is quite difficult for elementary grade pupils in Bagong Silang Elementary School, who make great efforts in increasing the fluency needed for comprehension.

Keywords: reading, remedial reading, fluency

Employability of the BSIED- Drafting Technology Graduates Year 2013 & 2014

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Abstract

This study aimed to identify the employability status of the Graduates of BSIED- Drafting Technology, College of Education, MSU- Iligan Institute of Technology from Year 2013 & 2014. It sought to determine the profile of the respondents, their employment status, time spent on job hunting, and their job level of position. Also the evaluation of the BSIED Drafting Technology graduates on the marketability of the BSIED program.

The descriptive method of research was used in the study. Only Fifty Six (56) respondents out of one hundred twelve (112) working in Iligan City, along the Philippines and Abroad. Also the researcher use a snow ball type technique in gathering the data because some of the respondents were working abroad, some could not be reached and some data could be traced through from their batch mate and friends.

Based on the findings there were Twenty Three (23) male and Thirty Three (33) female used in this study. Majority are Single and there were Fifty Five (55) are still single and one (1) married. More than 75 % of the graduates had taken the Licensure Examination for Teachers (LET). Majority of the respondent used in this study answered that their course is highly demanded in the labor market.

On the basis of the conclusions drawn, the following are recommended: 1. The Department of Industrial Technology Education (DITE) should strengthen their job placement programs for BSIED- Drafting Technology and Industrial Arts graduate to be able to apply their skills and knowledge in their major field of specialization. 2. It is also recommended that the findings of this study should be presented in the department curriculum committee as basis in curriculum revision. 3. Suggestions made by the respondents on the scarcity of facilities should be presented to the top management for an appropriate action. 4. A Curriculum enhancement and promotions should be conducted annually for those alumni and other stakeholder who are outmoded in the present BSIED curriculum. 5. Another to the researcher should be conducted involving more number of respondents including the employed and unemployed graduates in other cities to enhance curriculum programs. Also it should include the year when the respondents get their first job after graduation. 6. A further study is recommended on a qualitative study on the employability of the BSIED graduates were there qualitative responses will be analyzed and presented through content analysis.

Keywords: *BSIED Employability, Tracer Study, Drafting Technology*

Introduction

Employability is 'the quality of being employable. More broadly, it can be conceptualized as 'gaining, sustaining and progressing in employment'. Employability, however, is a dynamic concept and a general trend towards 'broadening' of the concept to include contextual factors can be observed.

In addition Employability also defined as a set of achievements , skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy' Professor Mantz Yorke (2004).

However employability in Higher Education: Employability is not the same as gaining a graduate job, rather it implies something about the capacity of the graduate to function in a job and be able to move between jobs, thus remaining employable throughout their life.

One of the factors that determine the effectiveness of an academic institution is through the employability of its graduates. According to Harald Schomburg, tracer study is defined as study to trace graduates of higher education institute. "Graduate Surveys", "Alumni Researchers", "graduate career tracking" or Follow-up study" are some of the used for the word Graduate Tracer. Areas or factors which are determined is most Graduate Tracer are. It tracers in what field the graduates work- graduate quality and stakeholder perception about the graduates. It also traces what competencies graduates use most in their workforce so it can provide information for evaluation of higher education(curriculum improvement, for instance).

The Bachelor of Science in Industrial Education (BSIED) program of the College of Education Mindanao State University - Iligan Institute of Technology is doing an effort to make their graduates productive. The Department offered Drafting Technology course under BSIED programs. The programs have their own standards in teaching better learning to their students. BSIED curriculum designed for Trion tracks for its graduates to the following: Teaching Profession, Industry Worker and Technopreneurship. Hence graduates must possess most of the qualifications an employer will look for and this is what motivated the researchers to work on this research topic. The main objectives or task is teaching education although the criterion but its mean objectives remain and producing technology teaching and for basic education either elementary or technical-vocational schools.

After earning a degree, a graduate student will eagerly look for a job preferably to put into practice his major field of specialization and to be financially stable and secure in life. It is believed that to have a good job is a way of securing the future and that job related to the field of specialization the graduate may be considered as useful productive citizens. A graduate also desire to become productive citizen, to be able to contribute to the progress of the country and live a good life.

The researcher attempts to determine the necessity in reflecting the performance of Mindanao State University – Iligan Institute of Technology and its graduates pertaining towards employment. The Institute does not only focus in the teaching process itself instead it serves its purpose in the society which is further tested and measured through the capability of the graduates. The researcher experiences a realization that this research achieved its real goal. It ends with “Employability of the BSIED – Drafting Technology graduates of Mindanao State University – Iligan Institute of Technology year 2013 & 2014”.

Furthermore tracer study is essential for assessing the quality of education offered by the school. It helps curriculum framers or curriculum drafters make adjustment to seek it to the current needs of the society. The researcher motivates to conduct this study because one of the most serious problems that the Philippines facing today are unemployed graduates and some of them are employed but their profession is not fitted to their field. Also to help the upcoming graduating students to them be aware for the near future. This will help also to the graduating students to find out the reason behind this problem and this study use as basis for the graduating students in terms of employability.

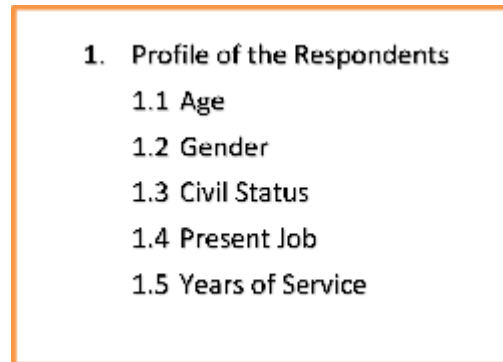
Statement of the Problem

This study is mainly designed to follow – up the employment status and conditions of the graduates of Bachelor of Science in Industrial Education major in Drafting Technology in the school year 2012 and 2013. Specifically it sought to answer the following questions:

1. What is the profile of the respondent in terms of:
 - a. Gender;
 - b. Civil status;
 - c. Competency examination;
 - d. Competencies learned from college;
 - e. Employment status;
 - f. How they find their job;
 - g. why they stay on their job;
 - h. Duration landing first job; and
 - i. Job level position.
2. What is the evaluation of the BSIED Drafting Technology graduates on the marketability of the BSIED program?
3. What are their suggestions for the improvement of the BSIED curriculum?

Conceptual/Theoretical Framework

INDEPENDENT VARIABLES



DEPENDENT VARIABLES



Fig. 1. Schematic Diagram of the Conceptual Framework of the Study

The Independent variables considered by the researcher were age, sex , civil status, present job and years of services. The figure above shows the relationship between the dependent and independent variables. The researcher assumed that the profile of the respondents will affect the level of job of the respondents.

Scope and Limitations of the Study

This study was limited to the seventy five (112) identified BSIED-DT graduates who are able to respond through mail and personal interview. Due to time and funding constraints, only 56 employees, local and abroad, were purposively chosen as participants of this study. This research was conducted in Iligan City. Those working abroad were reached through mails and through the help of social network and to the adviser of this study.

Method

This chapter consists of statistical procedures and methods used in the research. It includes the subject of the study, research design, instrument used for data gathering, procedures and treatment of data.

Subject of the Study

The respondents of this study were the graduates of Bachelor of Science in Industrial Technology Education major in Drafting Technology in Mindanao State University - Iligan Institute of Technology from the School Year 2013 and 2014. The table below shows the distribution of graduates.

BSTTE MAJOR IN	YEAR GRADUATED		TOTAL
	2013	2014	
DT	<u>56</u>	<u>56</u>	<u>112</u>

Research Design

The researcher used will be the descriptive survey research. This survey research was conducted to trace and determine the employability of the BSTTE- DRAFTING graduates during the school year 2013 and 2014 of the College of Education in Mindanao State University- Iligan Institute of Technology.

Research Locale

This study was conducted at Mindanao State University- Institute of Technology(MSU-IIT), Iligan City. MSU-Iligan Institute of Technology is an external unit and one of the 10 campuses of Mindanao State University that provides quality education to thousands of students nationwide. MSU-IIT is located in Andres Bonifacio Avenue, Tibanga, Iligan City, Lanao Del Norte. The school is a five-minute ride away from the city proper of Iligan. The campus is composed of nine hectares in which lies the seven colleges such as College of Education, College of Engineering, College of Arts and Social Sciences, College of Administration and Accountancy, College of Nursing, School of Engineering Technology and School of Computer Studies.

Results and Discussion

This chapter presents the Analyses and Interpretation of the results from the gathered data. Data were tabulated, computed, and analyzed. The focus of this interpretation is on the employability of BSIED Drafting Technology graduates of MSU-IIT for the S.Y 2013 & 2014 in the teaching profession and also in the establishments.

Chart2: Presented below is the percentage of the L.E.T takers in year 2013& 2014

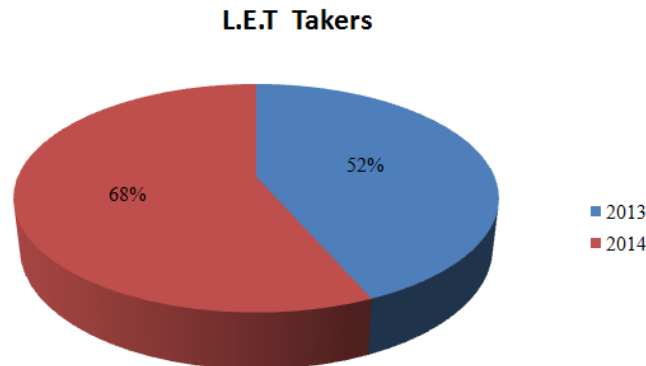


Chart 2 presented the percentage of drafting graduates who taken the licensor examination for teacher (L.E.T).It is very interesting that we found and know from them that more than 3/4 of the graduates year 2013 and 2014 had taken the Licensure Examination for Teachers (LET). There are only 52% for year 2013 and 68% for 2014.

High percentage of passers in the Licensure Examination for Teachers (LET) indicates the competence of the Teacher Education Program (TEP). Licensure test are usually one of the several criteria necessary to qualify an entry into the teaching profession. This government examination is designed to identify professionals who have the desired level of competency to teach basic education.

Chart 3: Presented the percentage of year 2013 graduates in terms of their employment status

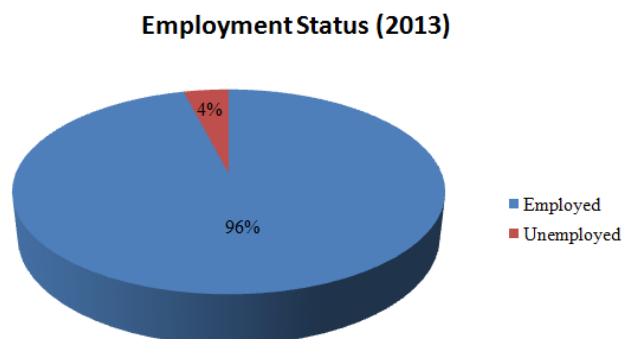


Chart 3 shows the employment status of the drafting graduates year 2013. Majority of the graduates year 2013 according to their employment status are 96% of employed graduates and there are 4 % who are unemployed. It means that in the year 2013 the respondents are stable in their jobs.

Chart 4: Presented the percentage of year 2013 graduates in terms of their employment status
employment status
Employment Status (2014)

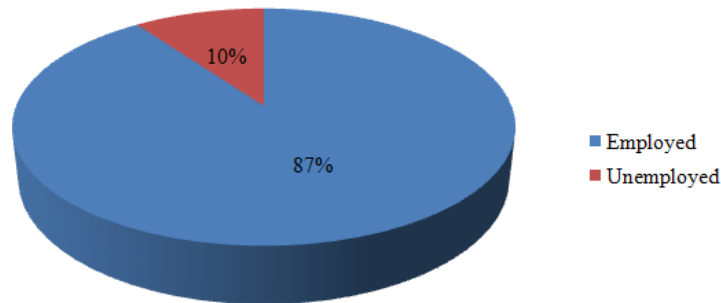


Chart 4 shows the employment status of the drafting graduates: year 2014. In the year 2014 the majority of the employment status of the respondents is employed but there are 10 % of the respondents are not employed. As you can see in the table of the employment status year 2013 and 2014 when it comes to the employment which is employed year 2013 are many jobs offered.

Chart 5: Presented the Type of Job in Year 2013 Graduates

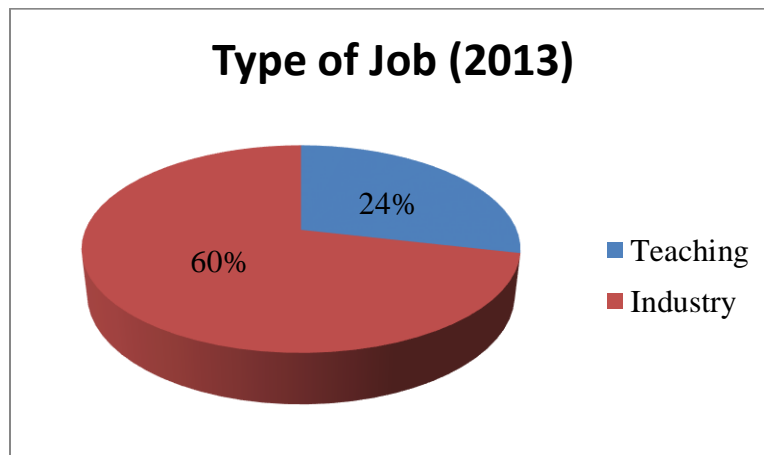
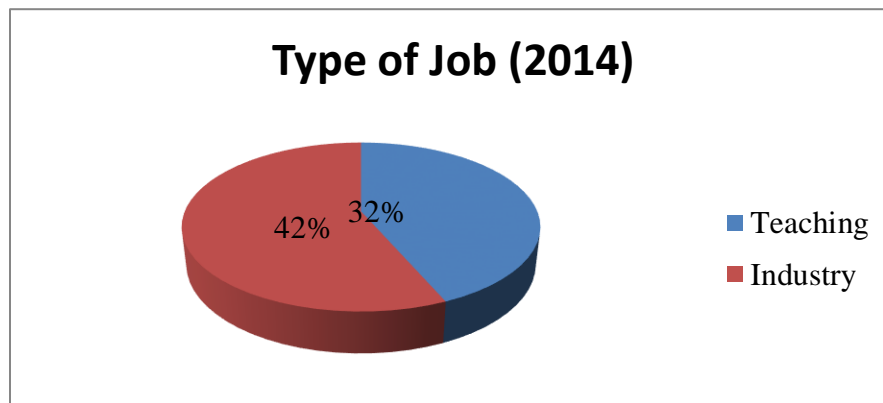


Chart 6: Shows the Type of Job in Year 2013 & 2014 Graduates



Charts 5 & 6 shows the employability of the BSIED Drafting Technology (DT) graduates for the year of 2013 and 2014 in the Department of Industrial Technology Education (DITE). Year 2013 out of 25 graduates the majority of their jobs are in lined in industry which is means that majority of the respondents are more skilled. In the year 2014 the teaching profession and industry were almost same but the industry was the majority. So it means that in our course engaged as a Teaching Profession but the results of the respondents the majority of them were engaged in industry maybe the respondents are not ready to teach and also they are more skilled.

For many students and society, a key aspect of higher education is the preparation of students for future employment. According to Elias and Purcell (2004), despite the increase in the number of graduates entering the job market, having a degree 4 improves an individual's career prospects and potential earnings. It stands to reason, therefore, that in order for students to be gainfully employed, they must possess the necessary skills and attributes required by the workplace – making almost self-evident the link between graduations and employability. While graduations is seen as the skills, knowledge and understanding graduates possess, employability is concerned with the capacity of graduates to enter the national or international workplace (Glover, Law, & Youngman, 2002).

To be employable, graduates need to be capable of prioritizing and goal setting, be proactive in the management of change, possess the necessary skills for self-advocacy and networking to cope with changing circumstances, be active in the maintenance of continuous learning and be capable of working within changing teams (Glover et al., 2002).

Conclusion and Recommendations

The findings of this study provide the following conclusions:

The respondent was the BSIED students major in Drafting Technology. The profile shows that majority of the BSIED Drafting Technology graduates S.Y 2013 & 2014 are female. More than 3/4 of the total populations are single. It is very delighted that more than half of the graduates had taken the Licensure Examination for Teachers (LET) and it was revealed that they find problem solving as very useful in their recent job or business. Majority of them were permanent and they find the job as a walk-in applicant. The type of job that respondents engaged in industry majority of them. They already satisfied on the salaries and benefits they received. They land job not long and it is very proud to look at that most of them were professionals on their own field of expertise.

It is good to hear also that the BSIED curriculum is highly demanded in the labor market. It was concluded also that most of their feedbacks were categorized into three (3) areas which are; instruction, curriculum and facilities. Suggestion comes up on the modernization or innovation on the strategies and instruction used by the teacher in DITE. It was found out that new technology introduced by the labor market should be also considered and integrated in the curriculum. A curriculum that fits to the needs of the society is suggested. Concerns on the outdated and insufficiency of the facilities like computers and any ICT components as well as library resources was suggested.

Recommendations

On the basis of the conclusions drawn, the following are recommended:

1. The Department of Industrial Technology Education (DITE) should strengthen their job placement programs for BSIED- Drafting Technology and Industrial Arts graduate to be able to apply their skills and knowledge in their major field of specialization.
2. It is also recommended that the findings of this study should be presented in the department curriculum committee as basis in curriculum revision.
3. Suggestions made by the respondents on the scarcity of facilities should be presented to the top management for an appropriate action.
4. A Curriculum enhancement and promotions should be conducted annually for those alumni and other stakeholder who are outmoded in the present BSIED curriculum.
5. Another to the researcher should be conducted involving more number of respondents including the employed and unemployed graduates in other cities to enhance curriculum programs. Also it should include the year when the respondents get their first job after graduation.
6. A further study is recommended on a qualitative study on the employability of the BSIED graduates were there qualitative responses will be analyzed and presented through content analysis.

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Safety Hazard and Risk Assessment of College Of Education Laboratories

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Abstract

This study aims to determine the perception of safety hazard and risk assessment of the college of education. The respondents of the study were one hundred twenty seven (127) third year Industrial Technology students, drafting Technology students, and Technology Livelihood Education students enrolled in the second semester in the school year 2015-2016 of the Department of Technology Teacher Education, College of Education, Mindanao State University Iligan Institute of Technology purposely selected to determine the perception in Safety Hazard. To acquire the essential information needed to answer the problems in the study, the researcher made a checklist type questionnaire where the respondents choose their answer to the given question.

Data revealed that most of the respondents were females. Majority of the respondents agreed on their perception on Safety Hazard and Risk Assessment of College of Education Laboratories. Most of the respondents were described to be effective on their overall perception.

Their perception on the Safety Hazard and Risk Assessment of College of Education Laboratories help assessed in terms of its content, general safety, floors, stairs and aisles, tools and equipment, emergency equipment, sanitation, security, lighting and material storage. It was then described by the respondents to be effective on its general safety, floors, stairs and aisles, tools and equipment, emergency equipment, sanitation, security, lighting and material storage on the perception of respondents in Safety Hazard and Risk Assessment of College of Education Laboratories.

Keywords: Safety Hazard, Risk Assessment, Risk Awareness

Introduction

In school, the security of everyone, especially learners, teachers and staff must be monitored. A safe learning environment is essential for students of all ages. Indeed, schools offer many areas that present a wide range of hazards thus everyone can be exposed to a variety of hazards on school buildings. For instance, at MSU-IIT, specifically at the Department of Technology Teacher Education laboratories of the Bachelor of Science and Technology Teacher Education major in Industrial Technology and Drafting Technology, and Bachelor of Secondary Education major in Technology and Livelihood Education, the Technology and Livelihood Education respondents are exposed to several hazards in the laboratories due to the nature of work. Examples of these are the equipment, materials and tools, and others. As for vocational technology courses are the mechanical/machine hazards, electrical hazards etc. also exist. Furthermore many students have already experienced alarming and serious situations while working at their respective laboratory or work shop in the aforementioned departments and school facilities. These hazards and associated risks must be managed to ensure the safety of everybody particularly for the students. (Queensland Government Education).

Schools can do a lot of things to create a safe and supportive environment for the academic community. The wide spread benefits of creating a positive culture within the school are can potentially aid in the reduction of problematic and violent effects. In most cases, a lot of people fail to identify these hazards which lead them to accidents. In other words hazards can be a serious threat and harm to humans. They all take hazardous risks every day, and while it cannot be eliminated, it can be understood in such a manner that helps us minimize and develop preventive actions in accordance with these risks. It is a responsibility to keep people safe and this involves making the environment as safe as possible, supervising individual at all times, and teaching the respondents about safety. (Queensland Government Education).

The purpose of this study is to let the respondents know the importance of the occurring safety hazard found in the Department of Technology Teacher and Education laboratory which entails; to manage risk, safety hazards must first be identified, and then risk should be assess and determine to be tolerable or not.

This study is indispensable to the respondents occupying the particular work shop laboratory whereas this can help them avoid accidents that may cause them serious harm or even death. Being accountable for their actions, they must develop self-awareness and become knowledgeable enough in keeping away from life-threatening instances. This means that obeying rules and regulations imposed by the laboratory is vital for them to be guided and to know their restrictions. Thus, risk assessment is also important in order to make sure that no one gets hurt or put into danger.

Furthermore this risk can ruin property and even lives of the people that surround the area.

Therefore to remind them that discipline is very essential in any aspects, this study is very useful to individuals in risk reduction especially in health assessment wherein it help us in the identification of the various hazards that and promote safety.

A hazard is a situation that poses a level of threat to life, health, property or environment. Most hazards are dormant or potential, with only a theoretical risk of harm however, once a hazard becomes active, and it can create an emergency situation. A hazardous situation that has occurred is called an incident. Hazard and possibility interact together to create a risk. A hazard is any source of potential damage, harm or adverse health effects on something or someone under certain conditions at work. Basically, a hazard can cause harm or adverse effects. (Canadian Centre for Occupational Health and Safety).

Without safety precautions, accidents are unavoidable, that is why, and researcher saw the importance of reminding the respondents who use the laboratory in DTTE to become self-aware of any danger and to ensure their safety which is the main significance of this study. Its objective is to get the perception of the whether the respondents as well as the teachers in the Department of Technology Teacher and Education, who are likely to be exposed, are aware of the hazards being exposed in their laboratories or workshop and how hazardous or critical it could be. Only when the teachers in the Department become aware of this hazard, will they be able to do good housekeeping in the laboratories/workshop.

This study was taken up during the school year second semester 2015-2016 in MSU-IIT College of Education building by the corresponding respondents.

By being on that particular college building, the researchers themselves found the importance of the assessment in safety hazards of a work shop laboratory with respect to the researcher's own Department, DTTE. This research was conducted to gather some information about the study so that awareness can be spread and good housekeeping can be done in facility. Ultimately the research is be credible enough for the researcher to study.

Statement of the Problem

This study aimed to assess the respondents' perception about the safety hazards and risk assessment of CED laboratories in DTTE, CED building. It will go as a requirement on assessing learners regarding the topic. Specifically, it aimed to answer the following questions:

1. What is the respondents' profile in terms of:
 - a. Age;
 - b. Gender; and
 - c. Specialization;
2. How do the respondents perceive the safety hazards and risk assessment of college of education laboratories in terms of:
 - a. General safety;
 - b. Floors;
 - c. Stairways and aisles;
 - d. Tool and Equipment;
 - e. Emergency and equipment;
 - f. Sanitation;
 - g. Security;
 - h. Lighting and;
 - i. Material Storage
3. Is there a significant relationship between the respondents' profile and the perception on safety hazards and risk assessment of college of education laboratories?
- 4.
5. Is there a significant relationship in the perception of the respondents on safety hazards and risk assessment of the college of education laboratories when they are grouped according to their profile?

Hypothesis

H01: There is no significant relationship between the respondents' profile and perception on safety hazards and risk assessment of college of education laboratories.

H02: There is no significant relationship in the perception when respondents are grouped according to their profile.

Significance of the Study

This study is a significant endeavour in assessing safety hazards within certain laboratories in the department. To the researcher, this study will be significant to the following people considering the knowledge they could obtain which could aid the teachers, the administration officer, the learners, and the future researchers.

Furthermore this could also aid the Technology Teachers who's handling laboratory classes. The technology teachers who are handling laboratory classes are the organizers who are likely to handle risk in laboratories. Thus, the output of this study will give them the challenge to share their ideas and concern about the safety hazards and risks found in DTTE laboratories for the assurance of everyone.

To the Learners/Respondents. In this study, may find the learners/respondents use hazards at laboratories in DTTE.

To the Future researchers. The future researcher may find this study helpful as the basis of some factors to be used in their future studies.

Scope and Limitation of the Study

This study focused on the safety hazards and risk assessment in CED laboratories specifically the Department of Technology Teacher and Education laboratories: TLE (Technology and Livelihood Education), DT (Drafting Technology) and IT (Industrial Technology).

The Industrial Technology and Drafting Technology respondents have undergone trainings and seminars concerning Occupational Health and Safety Practices in TTE 111 during this second semester of S.Y 2015-2016. On the other hand, Technology and Livelihood Education were exposed to laboratories for about three years thus, IT, DT and TLE were qualified enough to give perception about Safety Hazards and Risk Assessment of CED laboratories.

The respondents were the total population of all third year Department of Technology Teacher and Education learners by every course (40) Industrial Technology; (42) Drafting Technology; and (45) Technology and Livelihood Education. Also, it will be delimited to the 3rd year college students. This research was conducted through a researcher-made questionnaire on the second semester 2015-2016.

Method

This chapter presents the whole process and methods that the researchers have undertaken in conducting the study. This further discusses the research design, research environment, respondents of the study, data gathering procedure, instrument used and validity, and the statistical tools and treatment.

Research Design

A descriptive survey with population methods is used in this study. The respondents were the total population of all third year Department of Technology Teacher and Education learners by every course with (40) Drafting Technology, (45) Industrial Technology and (42) Technology and Livelihood Education.

This study used the SPSS. Frequency, mean, percentage and Likert scale were utilized as basis for describing the descriptive variables. Researchers drafted an approved questionnaire which was utilized in gathering data.

Research Environment

This study was conducted in public state university of MSU system named as Mindanao State University – Iligan Institute of Technology located at Bonifacio St. Avenue, Tibanga, Iligan City, Lanao Del Norte, Philippines. The researcher conducted the study in the College of Education where the departments and respondents can be found.

Respondents of the Study

The respondents were the total population of all third year DTTE learners at the College of Education with (40) Drafting Technology, (45) Industrial Technology and (42) Technology and Livelihood Education with the total of 127 respondents.

We will give a research made questionnaire and checklist that inquires whether they agree or disagree about their perception on safety hazards and risk assessment in CED laboratories.

Results and Discussion

This chapter presents the Analysis and Interpretation of the result from gathered data. Data was tabulated, computed, and analyzed. The focus of interpretation is on the perception of the respondents on the Safety Hazard and Risk Assessment of College of Education Laboratories.

1. What is the perception of the respondents when group according to specializations on Safety Hazards and Risk Assessment of College of Education in terms of?
 - A. General Safety

Table 1. Perception of the Respondents in Safety Hazards and Risk Assessment of College of Education Laboratories in terms of General Safety

Criteria	Mean	Interpretation	Description
1. I believe that discipline is very important to avoid risk/danger to one's life.	4.65	Strongly Agree	Very High Perception of safety
2. I believe that carelessness of a person is one factor of accident	4.60	Strongly Agree	Very High Perception of safety
3. I know that unsafe acts/ conditions can lead to accident	4.42	Strongly Agree	Very High Perception of safety
4. Do you believe that we can avoid risk/danger	4.31	Strongly Agree	Very High Perception of safety
5. I still follow rules and regulations in school for safety purposes.	4.28	Strongly Agree	Very High Perception of safety
6. I know what is hazard	4.25	Strongly Agree	Very High Perception of safety
7. Desk and file drawers kept closed when not in use	4.26	Strongly Agree	Very High Perception of safety
8. The machines are properly guarded	4.14	Agree	Rather High Perception of safety

Criteria	Mean	Interpretation	Description
9. I know how to handle materials properly.	4.12	Agree	Rather High Perception of safety
10. I know how to avoid risk	4.06	Agree	Rather High Perception of safety
11. Is electrical wiring properly concealed	4.06	Agree	Rather High Perception of safety
12. I know what is electrical hazards	4.00	Agree	Rather High Perception of safety
13. I am aware of the safety assessment in the school	3.96	Agree	Rather High Perception of safety
14. I know what is machine hazards	3.94	Agree	Rather High Perception of safety
15. No exposed wiring or damaged electrical cords	3.93	Agree	Rather High Perception of safety
16. I know what is height hazards	3.90	Agree	Rather High Perception of safety
17. Extension cords should use extensively	3.89	Agree	Rather High Perception of safety
18. I know what is platforms hazard	3.71	Agree	Rather High Perception of safety
19. I know all kinds of hazards	3.54	Agree	Rather High Perception of safety
20. I am aware that file cabinet drawers are not overloaded	3.24	Undecided	Undecided
Average Mean	4.06	Agree	Rather High Perception of safety

Table 1 shows the Perception of the respondents in safety hazards and risk assessment of College of Education laboratories in terms of General Safety. Respondents were strongly agreeing on the following items, I know what is hazard, Do you believe that we can avoid risk/danger, I believe that carelessness of a person is one factor of accident, I know that unsafe acts/ conditions can lead to accident, I still follow rules and regulations in school for safety purposes, desk and file drawers kept closed when not in use, I believe that discipline is very important to avoid risk/danger to one's life, out of 127 respondents only 48 answered, strongly agree. Respondents agree on the following items I know all kinds of hazards, I know how to avoid risk, I know what is platforms hazard, I know what is height hazards, I know what is machine hazards, I know what is electrical hazards, extension cords should use extensively, The machines are properly guarded, Is electrical wiring properly concealed, I am aware of the safety assessment in the school, I know how to handle materials properly, No exposed wiring or damaged electrical cords, out of 127 respondents only 43 answered agree and 36 respondents are undecided on the item I am aware that file cabinet drawers are not overloaded.

An overall average mean of 4.06 revealed that as perceived by the respondents, this implies that a majority of the respondent's perceptions on the safety hazards and risk assessment in College of Education laboratories in terms of general safety are interpreted as "agree" described as effective because the industrial technology and drafting technology respondents were knowledgeable in hazards and risk of where they enrolled in TTE 111 this semester.

In this study, the result is supported by H.W. Heinrich Dominos Theory (1929). He stated that the accident causation theory can be summed up into two points, People (students and staffs of MSU-CED building) who are the main reasons of accidents, and Management (teachers) which has the responsibility of preventing the accidents (having the power and authority). In terms of general safety, as the results shown respondents already have knowledge of such hazards, believed that carelessness of a person is one factor of accident, etc. Thus, the result shows that DTTE CED laboratories possessed a rather high perception of safety.

Heinrich's domino theory, as an example, developed in 1931, proposes that one event leads to another, then the other and so forth, ending in an accident. The domino theory defined that 88 percent of building accidents are caused by unsafe acts of persons, 10 percent by unsafe conditions and finally two percent by "acts of God". An act of God concept in domino theory implies the fact that there might be a level of risks which is not controllable. Thus, the respondents strongly agree that unsafe acts/ conditions can lead to accident.

2. Is there a significant relationship between the respondents' profile and the perception on

Safety Hazards and Risk Assessment of College of Education?

Table 10. Significant relationship between the profile of the respondents and their perception on Safety Hazards and Risk Assessment of College of Education

Variance	N	Correlations	Sig.	Decision		Interpretation
IT Age vs IT Perception on Hazard	45	.091	.554	Not Significant	accepted	No relationship
IT Gender vs IT Perception on Hazard	45	-.015	.922	Not Significant	accepted	No relationship
DT Age vs DT Perception on Hazard	40	.086	.597	Not Significant	accepted	No relationship
DT Gender vs DT Perception on Hazard	40	.165	.310	Not Significant	accepted	No relationship

Variance	N	Correlations	Sig.	Decision	Interpretation
TLE Age vs TLE Perception on Hazard	42	.087	.582	Not Significant	accepted No relationship
Gender vs TLE Perception on Hazard	42	-.262	.094	Not Significant	accepted No relationship

In table 10 all, of the variable shows no significant relationship between the respondents' profile and perception on Safety Hazards and Risk Assessment of College of Education Laboratories.

All of the variable shows that there is no significant relationship between the perception on Safety Hazards and Risk Assessment of College of Education Laboratories thus, it is described as having no relationship and it should be accepted.

Table 11. Significant relationship in the perception of the respondents on Safety Hazards and Risk Assessment of College of Education Laboratories when they were grouped according to profile

Variance	N	Correlations	Sig.	Decision		Interpretation
perception on hazards vs Course	127	.270(**)	.002	Significant	rejected	Strong Relationship
perception on hazards vs Age	127	.075	.405	Not Significant	accepted	No relationship
perception on hazards vs Gender	127	-.025	.780	Not Significant	accepted	No relationship

Table 11 shows that there is no significant relationship in the perception when respondents

were grouped according to profile. There was a significant difference between the respondents' perception on hazard and the course. This implies that there is a strong relationship between the respondent's perception on hazard and the course.

However, there was no significant difference between the respondents' perception on hazard and the Age, respondents' perception on hazard and the gender. This implies that there was no relationship between the respondents' perception on hazard and the Age, respondents' perception on hazard and the gender and must be rejected.

Conclusion and Recommendations

Based on the findings of this study, the following conclusions were drawn:

1. Out of 127 respondents, majority were 19 years of age (54%), female (79%), and the highest frequency in terms of specialization were the Industrial and Technology respondents.
2. Majority of the respondents answered "Strongly Agree" in terms of general safety and, tools and equipment. In terms of floors, 50% answered "Strongly Agree" and 50% who answered "Agree". Lastly, in terms of stairways and aisles, emergency and equipment, sanitation, security, lighting and material storage had "Agree" on the items.
3. All of the variables show that there is no significant relationship between the profile of the respondents and the perception on safety hazards and risk assessment of College of Education Laboratories.
4. All of the variables show that there is no significant relationship in the perception when respondents were group in the perception when respondents were grouped according to profile.

Recommendations

Based on the findings and conclusions of the study, the following are the recommendations drawn:

1. Considering that majority of the respondents were females, the researchers recommend to have more males in Technology Teachers considering the field of work that the respondents may expose to. Teachers and safety officers must give more importance to the safety of all Technology learners since the result shows that majority of the respondents want to have an in-demand work abroad in which Technology courses can give.
2. As shown in the results, the average mean shows that majority of the respondents perceived

“agreed”, which implies a “rather high perception of safety” in Safety Hazards and Risk Assessment in CED laboratories. The respondents have already perceived the security in every DTTE laboratories. Thus, researchers will recommend the teachers to maintain the safety practices that were being practiced inside the laboratories.

3. As for the future researchers, they must come up with a better strategy to continue this study through including the other laboratories found in College of Education Building since the results found out that there are still big chances that one or more laboratories in DTTE are not safe.

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Implementation and Assessment of Basic Photoshop Learning Kit in DT 226-Commercial Graphic Arts

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Abstract

This study aimed to compare the performance of 3rd year BSTTE-Drafting Technology students who are enrolled in DT226 – Commercial Graphic Arts, before and after using the Photoshop learning kit, to monitor their improvement and to assess its usefulness as it is use in the subject.

Through this study teacher can teach the students digital design by using Adobe Photoshop. Thus, the students can learn Adobe Photoshop easily because of the simplified and can be easily understood. In addition, the adobe Photoshop learning kit will be an additional instructional material for the text book board.

The researchers utilize the use of pre-test and post-test to measure change in students' knowledge and performance with only one treatment group tested in this study, due to the limited number of population consisting of only 37 students. A descriptive correlation was also utilized for the data gathered through the questionnaire. . The profile of the respondents showed that 74.3 percent of the respondents do not have a background in using adobe Photoshop software with the mean of 1.909. Data showed that there is an increase in the score of the respondents in post cognitive test with the mean of 24.17 and psychomotor post-test with the mean of 26.28; from the cognitive pre-test with the mean of 12.42 and psychomotor pre-test with the mean of 20.80.

The implementation of the Basic Photoshop Learning Kit was found out highly effective in delivering knowledge and information about basic knowledge in college of education. In addition, there is a significant difference between the scores of cognitive pre-test and post-test the same through in psychomotor pre-test and post-test on the implementation of the learning kit in DT 226.

Keywords: *Implementation and Assessment, Photoshop Kit, Learning Kit*

Introduction

Today's generation showed to us the impact of developing under the digital wave and which have been normalized by digital technologies. It is fully an integrated aspect of our lives, according to Green and Hannon, (2007).

“Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use; at the same time, the on-the-ground implementation of these technologies in the classroom can (and does) directly impact how these technologies continue to take shape.” (E. Klopfer , et. al, 2009) thus the Department of Industrial Technology Education have implemented a revision in their curriculum and their course offerings last 2012 and changed the department's name to Department of Technology Teacher Education. One of its new course offerings is BSTTE majoring in Drafting Technology and it offers DT 226 Graphic/Commercial Arts with Computer Application as one of its key major subjects.

The said subject aims to enable future teacher to teach students how to design for commercial needs with basic skill in digital programs used in designing, such as CorelDraw and Adobe Photoshop. This is to maximize students' ability to cope up with the trend. Aside from the fact that one of the objectives of the subject is to learn basic skills in Photoshop (as stated in the syllabus objectives), the activities in the syllabus and the module used for the subject does not offer opportunities for the students to enhance their skill in the said area. This results to students resorting to online tutorials to learn this software and cope up with the demands of the subject.

The researchers identified the problem through experience, constant observations and feedbacks from other students who have taken up this subject. According to the students, even after taking up this subject, they still lack the basic knowledge in Photoshop and had a hard time applying what they have learned manually to digital outputs. With the vision of enhancing the instruction and learning process, previous researchers M.U. Bassilla, J. A. Callo, J. Benito have developed a learning kit, in a form of a booklet.

The said learning kit in Basic Photoshop would serve as an instructional material which contains simple illustrations, steps and commands to be used by the drafting technology students which will greatly help them answer their difficulties on using the software application.

This research on the implementation of Basic Photoshop learning kit in DT 226 module is designed to aid the problem in DT 226 subject by integrating the learning kit in Basic Photoshop, as part of the module to be used by those taking the subject- third year BSTTE - Drafting Technology students of the College of Education, MSU-IIT. This also aims to assess the effectiveness of the learning kit and the progress of the students taking up DT 226 by observing the test and activity results before and after using the learning kit.

The kit was primarily tested to the second year MSU-IIT BSTTE-DT students of school year 2013-2014 by the previous researchers M.U. Basilla and company and yielded a result indicating the Learning Kit as very effective instructional tools in learning Basic Photoshop according to table 3.2 of their chapter four results and discussion.

However, the current researchers are third and fourth year BSTTE-DT students, that aim to implement the Photoshop learning kit in the subject Commercial Arts with Digital Application (DT 226), through testing its effectiveness to third year DT students of school year 2015-2016.

Statement of the Problem

This study aims to compare the performance of third year BSTTE-DT students taking up DT 226, before and after using the Photoshop learning kit, to monitor their improvement and to assess its usefulness as it is used in the subject.

Specifically, it sought to answer the following questions:

1. What is the socio-economic profile of the respondents in terms of their age, gender, grade in IT 100, previous GPA, cumulative GPA, previous background in Photoshop, availability of laptop/PC and family monthly income?
2. How do the respondents assess the developed learning kit in Basic Photoshop in terms of its:
 - a. Title
 - b. Foreword/Instruction to the teachers and students
 - c. Objectives
 - d. Scope/Content
 - e. Teaching-Learning activities
 - f. Other characteristics
 - g. Evaluation
3. What is the knowledge and performance of the respondents in Photoshop basics before the implementation of the basic Photoshop learning kit?
4. What is the knowledge and performance of the respondents in Photoshop basic after the implementation of the basic Photoshop learning kit?
5. Is there a significant difference in knowledge and performance of the students before and after the implementation of the basic Photoshop learning kit?

Null Hypothesis:

Ho: There is no significant difference in the performance of the students before and after the implementation of the Basic Photoshop Kit.

Scope and Limitation of the Study

The study covers the assessment of student learning in digital design through the implementation of Photoshop Learning Kit of the previous researchers M.U Basilla, et.al. in DT 226 module. The said learning kit will be evaluated to:

All third year DT students taking up DT 226 from the Department of Technology Teacher Education, College of education, MSU - Iligan Institute of Technology.

The researchers chose the third year drafting students taking up DT 226 during second semester of academic year 2015-2016 as respondents of the research. A self-made exam was used for the preliminary evaluation of the effectiveness and usability of the Basic Photoshop Learning Kit along with the rubric used in assessing the performance of the students from their skill test exam. The same self-made exam was also used in the post evaluation after the implementation of module together with the adapted questionnaire from the previous researchers, M.U. Basilla et. al.

Method

This chapter deals with the methods and procedures used in conducting the study. It includes the research method, the research locale, respondents of the study, the instruments used for the data gathering, and the statistical tools used in the study.

Research method

This study utilized the pre-test post-test to measure change in students' knowledge and performance with only a treatment group tested in this research, due to the limited number of population consisting of only 37 students. A descriptive correlation was also utilized for the data gathered through the questionnaire.

Respondents of the study

The respondents of this study were Thirty Five Third year students (out of 37) enrolled in the subject DT226 in school year 2015 – 2016, 2nd semester from the Department of Technology Teacher Education, MSU-IIT CED. The 35 out of 37 respondents is due to the absence of one of the respondents during the testing period, and the late attendance of the other respondent during the testing day.

Data Gathering Procedure

The researchers followed the simple steps stated bellow to know the effectiveness of the Photoshop basic learning kit when used in DT226. The following stages were considered:

Stage 1. Analysis

This stage includes identifying the problems of the 3rd year BSTTE-DT students taking up DT 226 for the second semester of S.Y. 2015-2016 regarding the use of Adobe Photoshop in digitalizing concepts and designs. This is done through verbally asking the respondents of their insight together with other BSTTE-DT students who had previously taken the subject, if there are means to learn Photoshop though the existing module. Through the student's insights and experiences added to the personal experience of the researchers had brought us to an idea of utilizing the Basic Photoshop learning kit that was developed by previous researchers, M.U. Basilla et. al.

Stage 2: Respondents

There were thirty five 3rd year students enrolled in the subject DT226 in the second semester of school year 2015 – 2016 who had undergone the test and the module with the assistance of the facilitator.

Stage 3: Pre-Implementation stage

The learning kit was retrieved from the previous researchers and was enhanced in updating the icons used in the learning kit. The previous researcher's questionnaire was also utilized together with the skill test attached at the back of the learning kit. A cognitive test of 40 items were created. The retrieved skill test and its rubric, plus the 40 item test act as the pre-test and post-test exam for the respondents.

After the necessary preparations, the respondents of this research were then given a pre-test. The first part of the test was comprised of 40 questions, designed to test their knowledge in using the software, prior to the implementation of the module. The part two of the exam is a practical exam to measure how well they are acquainted with the software. A rubric was then use to evaluate the students output.

Stage 4: Implementation Stage

The two sections were given a portable Photoshop CS6/CS3 software for his/her computer and a copy of the Basic Photoshop Learning Kit. The respondents were under the guidance and assistance of the facilitators while reviewing the module and familiarizing its content. Each individual was given three hours as a time to go through and perform all the activities found in the basic Photoshop learning kit.

Stage 5: Evaluation Stage

After three hours of using the Basic Photoshop learning kit, hands on experiences, plus the discussion with the facilitator, the students were then given a post-test, after which a set of Questionnaire was given to each student for them to answer. A rubric was used to evaluate each one's output.

Results and Discussion

This chapter presents the Analysis and Interpretation from the gathered data. Data were tabulated, computed and analyzed.

The focus of the interpretation is to compare the performance of third year BSTTE-DT students of the college of education in MSU-IIT, taking up DT 226, before and after using the Photoshop learning kit, to monitor their improvement and to assess its usefulness for the subject.

Table 16 shows the knowledge of the respondents in Photoshop before the implementation of the basic Photoshop learning kit.

Table 16. Data Scores in both Cognitive and Psychomotor Pretest

Score	Pretest Cognitive		Score	Pretest Psychomotor	
	Frequency	Percent		Frequency	Percent
20-22	2	5.7	21-25	21	60.0
17-19	4	11.4	18-20	7	20.0
14-16	8	22.9	15-17	7	20.0
11-13	10	28.6			
8-10	7	20.0			
7 below	4	11.4			
Total:	35	100	Total:	35	100
Mean:	12.4286		Mean:	20.8000	

Table 16 shows the cognitive and psychomotor pretest results of the respondents. The table presents that among the 35 respondents, there are 10 respondents or 28.6 percent of the population

got a score of 11-13 for cognitive pretest exam and only two respondents got a score of 20-22. Meanwhile, for the pretest psychomotor exam there were 21 students who got the highest score of 21-25 while seven respondents got a score of 18-20 and 15-17, with a cognitive pretest mean of 12.4286 and psychomotor pretest mean of 20.8000.

The result implies that in pretest, there are only few who are able to get the passing score. According to Kelly (2014), pretests allow teachers to see if what is being covered in the lesson or unit is already mastered. In addition, she stated that pretest help measures true learning; it can give students a preview of what will be expected to them and pretest, can help generate ideas for future lesson. Sincero (2011) stated that the cognitive learning theory explains why the brain is the most incredible network of information processing and interpretation in the body as we learn things. On the other hand, psychomotor domain includes physical movement, coordination and use of the motor-skill areas. Development of these skills requires practice and measured in terms of speed, precision, distance, procedures or techniques execution. (Clark, 2015)

4. What is the knowledge and performance of the respondents in Photoshop basics after the implementation of the basic Photoshop learning kit?

Table 17 discussed the knowledge and performance of the respondents in the basic Photoshop after the implementation of the basic Photoshop learning kit.

Table 17. Data Scores in both Cognitive and Psychomotor Posttest

Score	Posttest Cognitive		Score	Posttest Psychomotor	
	Frequency	Percent		Frequency	Percent
32-34	1	2.9	30-32	2	5.7
29-31	6	17.1	27-29	8	22.9
26-28	8	22.9	24-26	16	45.7
23-25	8	22.9	21-25	9	25.7
20-22	8	22.9			
17-19	1	2.9			
14-16	1	2.9			
11-13	2	5.7			
Total:	35	100	Total:	35	100
Mean:	24.1714		Mean:	26.2827	

Table 17 shows the cognitive and psychomotor posttest results of the respondents. The table presents that among the 35 respondents, there are 8 respondents or 22.9 percent of the population got a scores of 26-28, 23-25 and 20-22 for cognitive posttest exam and 1 respondent got a scores of 32-34, 17-19 and 14-16. Meanwhile, for the posttest psychomotor exam there were 16 students who got the score of 24-26 while two respondents got a score of 30-32, with a cognitive posttest mean of 24.1714 and psychomotor posttest mean of 26.2827.

The result implies that there is an increase of the scores of the respondents in the posttest. According to Khuen (2016), in taking posttest, the students should be expected to answer more questions correctly based on an increase knowledge and understanding.

Table 18. Mean of Pre and Post Cognitive and Psychomotor Test

Pre Cognitive Test Mean	12.42	Post Cognitive Test Mean	24.17
Pre Psychomotor Test Mean	20.80	Post Psychomotor Test Mean	26.28

The table shows the mean of pre and post cognitive test and pre and post psychomotor test. It shows that the mean of post cognitive test is 24.17 which are higher than the pre cognitive test which is 12.42. Thus, the mean of 26.28 in post psychomotor test is also higher than the mean of pre psychomotor test which is 20.80.

5. Is there a significant difference in knowledge and performance of the students before and after the implementation of the basic Photoshop learning kit?

Table 19 and table 20 show the significant difference of cognitive pretest from the cognitive posttest and the significant difference of psychomotor pretest from the psychomotor posttest.

Table 19. Cognitive Pretest and Posttest

	T-test					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Cognitive Pretest	17.047	34	.000	12.42857	10.9469	13.9103
Cognitive Posttest	29.462	34	.000	24.17143	22.5041	25.8387

Table 19 shows the table for the null hypothesis. Results revealed that the mean difference of cognitive pretest is 12.42857 however cognitive post-test had 24.17143 as the mean difference. On the other hand, Sig. (2-tailed) for both pre-test and post-test is zero, which shows that there is a significant difference on the result of the cognitive pre-test and post-test furthermore this means that there is a significant improvement in the scores of the post-test.

This result implies that the null hypothesis of this study is accepted. According to Dimitrov, et.al (2003), pretest and posttest designs are widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments. In addition, one of the common strategies to measure or assess student learning in a course is to administer a pretest/posttest assessment. Moreover, according to Beasties (2012), "In practice, the gains seen in my pre-test / post-test scores correlate very well ($r > 0.7$) with exam scores. I try to mitigate the student effort complication by awarding bonus points. My students can earn five bonus points each for simply taking the pre-test and post-test." Furthermore, Edwards (2014) stated that it is a great way to discover and measure your own cognitive abilities, as well as a key identification tool when exploring learning disabilities. Educators, for instance, can use such assessments as a way to understand how students learn and help struggling students achieve more in the classroom. In addition, cognitive function is dynamic. Through the use of certain brain exercises and cognitive skills abilities, one can change, develop and grow your cognitive function.

Table 20. Psychomotor Pretest and Posttest

	T-test					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Psychomotor Pretest	45.417	34	.000	20.80000	19.8693	21.7307
Psychomotor Posttest	90.162	34	.000	26.28571	25.6932	26.8782

Table 20 shows the table for the null hypothesis. Results revealed that the mean difference of psychomotor pretest is 20.80000 however psychomotor post-test had 26.28571 as the mean difference. On the other hand, Sig. (2-tailed) for both pre-test and post-test is zero, which shows that there is a significant difference on the result of the psychomotor pre-test and post-test furthermore this means that there is a significant improvement in the scores of the post-test.

This result implies that the null hypothesis of this study is accepted. Conforming to Teaching and Learning Hub (2010), assessment is often focused on determining knowledge. However, students must also demonstrate how they can apply their knowledge, ultimately being able to perform appropriately without supervision.

Conclusion and Recommendations

On the basis on the findings of the study, the following conclusions are drawn:

1. The Photoshop learning kit is a very good instructional material since its features are evaluated as excellent.
2. The Photoshop learning kit is found to be effective since there is a significant difference between the scores on the pre-test and post-test on both cognitive and psychomotor test.

Recommendations

Based on the research findings and conclusions, the following are recommended.

1. The developed Basic Photoshop learning kit maybe utilized as an instructional material in the teaching of basic Photoshop for DT 226 students.
2. The Basic Photoshop learning kit could be validated further, by other researchers, to improve the worth of the material. Constant revision could be done to keep the module updated.
3. Teachers teaching basic Photoshop may use the developed learning kit.
4. For future researchers, it is suggested to improve this kit by adding more activities for students; and also develop a video tutorial in line with basic Photoshop learning kit for students to understand and learn Photoshop much easier.

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